

CATHOLIC SCHOOL

Journal

PERIODICALS R. R.

In This Issue:

The Movies—A Problem for the Schools

Rt. Rev. Msgr. Carl J. Ryan, Ph.D.

The Tape Recorder in the Parochial School

Harold Gluck, Ph.D.

Television, Your Business and Mine

Ella Callista Clark, Ph.D.

Some 1952 Educational Films

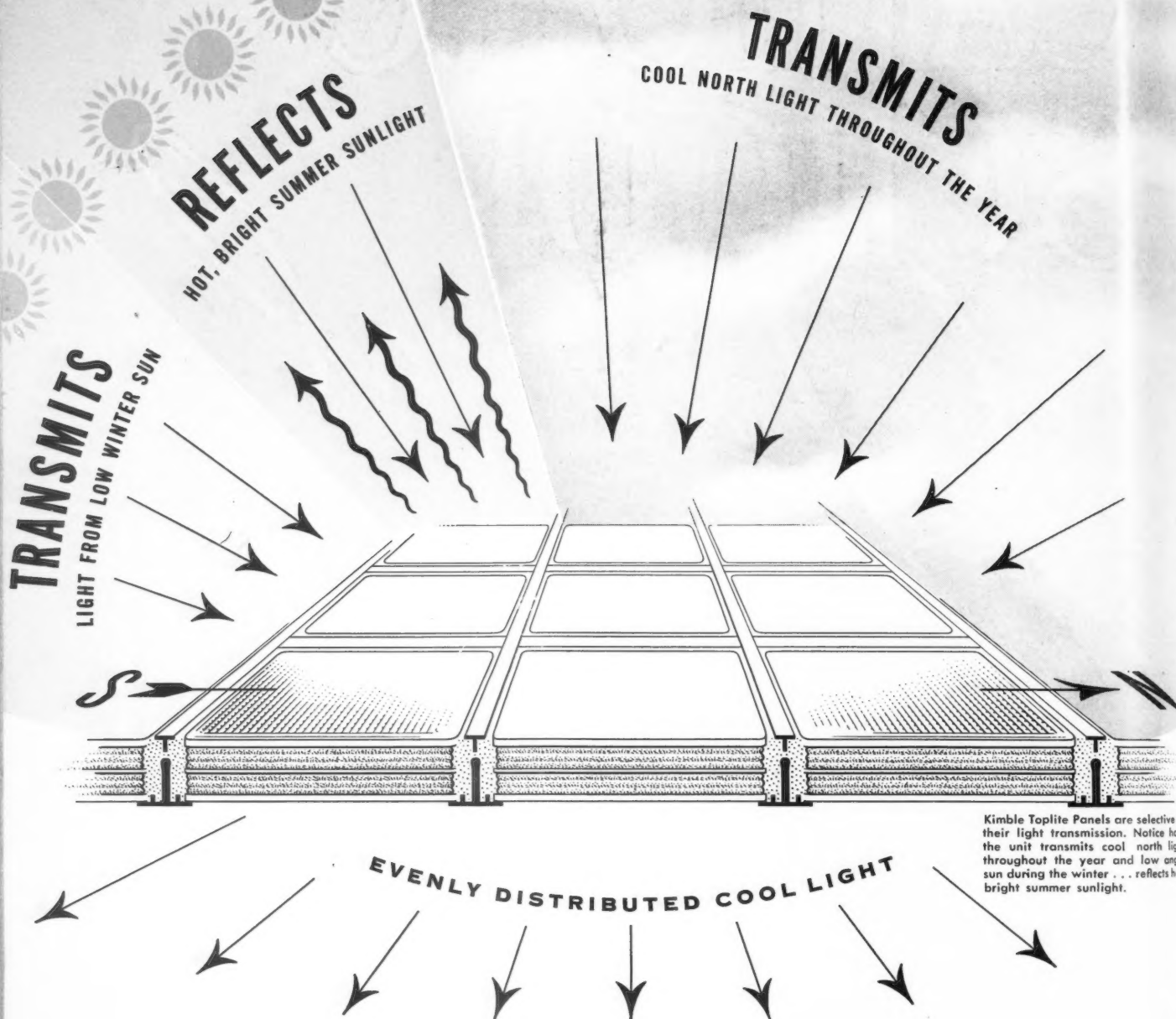
George E. Vander Beke, Ph.D.

Golden Jubilee Convention, N.C.E.A.

Edward A. Fitzpatrick, Ph.D.

This is the Audio-Visual Number





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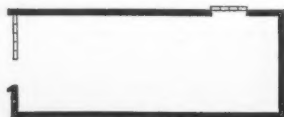
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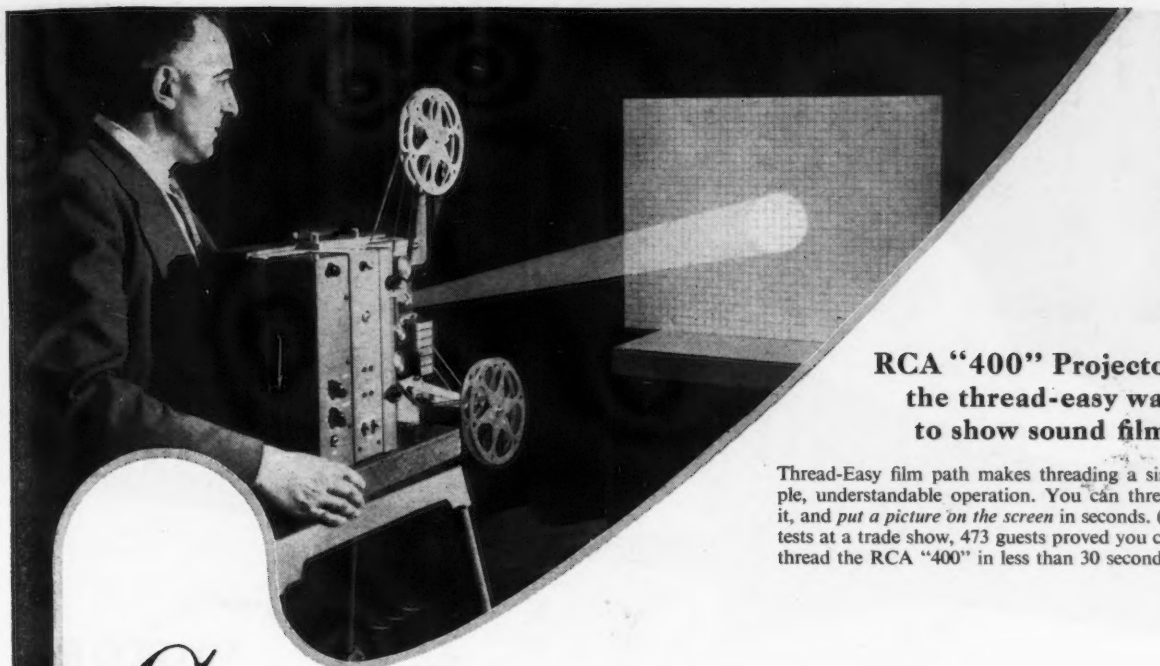


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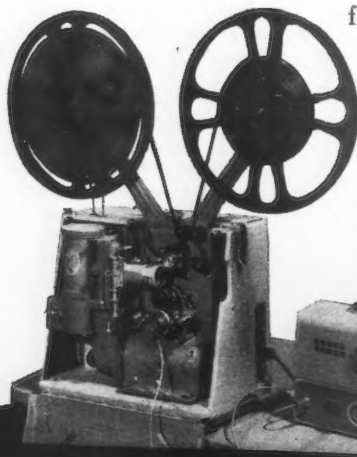


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The CATHOLIC SCHOOL JOURNAL

Contents for

Volume 53

Number 5

May, 1953

AUDIO-VISUAL EDUCATION

Here is the 1953 Audio-Visual number of your JOURNAL. The field is well covered by articles on films, recordings, television, etc. We have added a discussion of presenting entertainment movies to teach high school students how to evaluate them — this by Msgr. Ryan, a prominent diocesan superintendent of schools.

THE N.C.E.A. CONVENTION

The editor-in-chief gives you his comprehensive report of the big jubilee convention, followed by quotations from prominent speakers.

BEWARE OF FRAUDS

We warn our readers again to beware of impostors who pretend to represent the CATHOLIC SCHOOL JOURNAL. These fellows, who always want money in advance, are often active during the spring and summer. They are not authorized to represent us.

BEFORE VACATION

Before you leave your school for the summer, arrange for all the necessary renovation, cleaning, and repairs to be done during your absence. Also order the books and supplies you will need in September. Then you can enjoy your summer school or your fishing trip.

AUDIO-VISUAL AIDS

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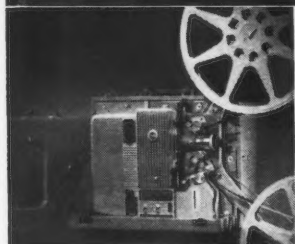
Kodak announces...

3 brilliant new Pageant models ...and a heavy-duty silent projector for critical movie analysis

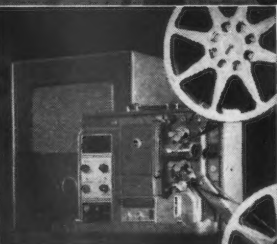


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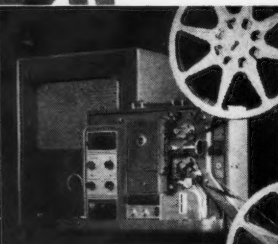
At just \$400, the Pageant is still the economical top-choice projector for average 16mm. sound-and-silent projection. But now from Kodak have come four more projectors—each “tailor-made” to meet a particular 16mm. projection requirement. See your Kodak Audio-Visual Dealer about a demonstration—or use the check slip below for further information.



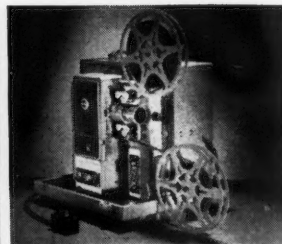
NEW Kodascope Pageant Sound Projector, Model AV-071, with Plus-40 Shutter A super-brilliant version of the standard Pageant, it incorporates an extremely efficient two-bladed shutter which provides vastly increased illumination—more than 40% greater than the sound-and-silent projector. Ideal for projection under difficult conditions... in hard-to-darken rooms, in halls or auditoriums... wherever extra image brilliance, long screen “throws,” or unusually large picture areas are required. \$400. *Sound projection only.*



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Kodak

Some 1952 Educational Films

*George E. Vander Beke, Ph.D.**

LIST OF SOURCES

The title of each film or filmstrip is followed by the name and address of the producer or distributor.

Artisan Productions — Box 1827, Hollywood, Calif.

Bituminous Coal Institute — See National Coal Association. Bituminous Coal Institute.

Blumenthal (B.) and Company, Inc. — 1372 Broadway, New York 18, N. Y.

Budek (Herbert E.) Company, Inc. — 55 Poplar Avenue, Hackensack, N. J.

Burton Holmes Travelogues — See Holmes (Burton) Travelogues.

Castle Films, Inc. — 1445 Park Avenue, New York, N. Y.

Cawley, Bernard E. — 2594 South Acoma, Denver 10, Colo.

Chrysler Corporation — P.O. Box 1919, Detroit 31, Mich.

Coolerator Company — Duluth, Minn.

Coronet Instructional Films — See Smart, David A.

Curriculum Films, Inc. — 10 East 40th Street, New York 16, N. Y.

Dowling (Pat) Pictures — 1056 South Robertson Boulevard, Los Angeles 35, Calif.

Encyclopaedia Britannica Films, Inc. — 1150 Wilmette Avenue, Wilmette, Ill.

Firestone Tire and Rubber Company — Akron 17, Ohio

Gregory, John R. — 344 Blaine Street, Missoula, Mont.

Hadley Falls Trust Company — Holyoke, Mass.

Handy (Jam) Organization, Inc. — 2821 East Grand Boulevard, Detroit 11, Mich.

Hardin, Maurine S. — 6310 Contra Costa Road, Oakland 18, Calif.

Heritage Filmstrips, Inc. — 89-11 63rd Drive, Rego Park 74, N. Y.

Hoffberg Productions, Inc. — 362 West 44th Street, New York 18, N. Y.

The films presented herewith are a selection of the films and filmstrips issued during 1952. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The films are arranged according to subject matter.

Holmes (Burton) Travelogues — 111 West Washington Street, Chicago 2, Ill.

Indiana University. Audio-Visual Center — Bloomington, Ind.

International Harvester Company — 936 North Michigan Avenue, Chicago 11, Ill.

Irrigation Equipment Company — Conservation Irrigation.

Jarville Studios — Mason Road, St. Louis County, Mo.

L de R Corporation — 35 West 45th Street, New York 36, N. Y.

Lernell Agency, Inc. — 149 California Street, San Francisco, Calif.

Life (Chicago) — 9 Rockefeller Plaza, New York 20, N. Y.

McGraw-Hill Book Company, Inc. — Text-Film Dept., 330 W. 42nd St., New York 18, N. Y.

Motion Picture Productions — Box 708, Phoenix, Ariz.

National Coal Association. Bituminous Coal Institute — Southern Building, Washington 5, D. C.

National Foremen's Institute, Inc. — New London, Conn.

New York Stock Exchange — 11 Wall Street; New York 5, N. Y.

New York Times Company — 229 West 43rd Street, New York 18, N. Y.

Popular Science Publishing Company — 353 4th Avenue, New York 10, N. Y.

Princeton Film Center — Carter Road, Princeton, N. J.

Row, Peterson and Company — 1911 Ridge Avenue, Evanston, Ill.

Silver Burdett Company — 45 East 17th Street, New York 3, N. Y.

Singer Sewing Machine Company — Educational Dept., 149 Broadway, New York 6, N. Y.

Smart, David A. — Coronet Instructional Films — Coronet Building, Chicago, Ill.

Southwestern Gas and Electric Company — Shreveport, La.

Sutherland (John) Productions, Inc. — 201 North Occidental Boulevard, Los Angeles 26, Calif.

Time, Inc. — Time-Life Building, New York, N. Y.

United World Films, Inc. — 1445 Park Avenue, New York, N. Y.

Westinghouse Electric Corporation — Film Division, P.O. Box 868, Pittsburgh 30, Pa.

Weyerhaeuser Sales Company — First National Bank Building, St. Paul, Minn.

Wilding Picture Productions, Inc. — 1345 Argyle Street, Chicago 40, Ill.

Young America Films, Inc. — 18 East 41st Street, New York, N. Y.

AGRICULTURE

Consumption of Foods (Filmstrip)

EBF. 1951. 62 fr., b&w, 35mm. (Food and People)

Distribution of Foods (Filmstrip)

EBF. 1951. 61 fr., b&w, 35mm. (Food and People)

Farming in South China: Si River Valley

UWF. 1950. Produced by Louis de Rochemont Associates. 20 min., sd., b&w, 16mm. (The Earth and Its Peoples)

Food for Us (Filmstrip)

Curriculum Films. 1951. 10 filmstrips in 1 roll, color, 35mm.

Fundamentals of Diet (Filmstrip)

EBF. 1951. 61 fr., b&w, 35mm. (Food and People)

Production of Foods (Filmstrip)

EBF. 1951. 60 fr., b&w, 35 mm. (Food and People)

(Continued on page 8A)

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1952 Films

(Continued from page 5A)

Queen of Grains

Jarville Studios. 1951. 30 min., sd., color, 16mm. Filmed in co-operation with the Wingmead Rice Farm, Rae, Ark.

Report From the Southland

L de R Corp. 1952. 1 reel, sd., color, 16mm. (How Science Serves You, v. 1, no. 1)

Science and Agriculture (Filmstrip)

EBF. 1951. 59 fr., b&w, 35mm. (Food and People)

A Sure Cure for the Weather

Westinghouse Electric Corp. 1952. Produced by Wilding Picture Productions. 20 min., sd., color, 16 mm.

ARTS AND CRAFTS

Buttons Through the Years

B. Blumenthal and Co. 1952. Produced by Le Trident, Paris. 15 min., sd., b&w, 16mm. Based on book, "The Complete Button Book," by Lillian Smith Albert and Kathryn Kent (pseud. of Kathryn Scherke)

Care and Use of the Band Saw (Filmstrip)

Popular Science Pub. Co. in co-operation

with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 54 fr., color, 35mm. (Use of Machines in Our Industrial Life)

Care and Use of the Circular Saw (Filmstrip)

Popular Science Pub. Co. in co-operation with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 50 fr., color, 35mm. (Use of Machines in Our Industrial Life)

Care and Use of the Drill Press (Filmstrip)

Popular Science Pub. Co., in co-operation with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 51 fr., color, 35mm. (Use of Machines in Our Industrial Life)

Care and Use of the Jig Saw (Filmstrip)

Popular Science Pub. Co., in co-operation with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 56 fr., color, 35mm. (Use of Machines in Our Industrial Life)

Care and Use of the Shaper (Filmstrip)

Popular Science Pub. Co., in co-operation with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 52 fr., color, 35mm. (Use of Machines in Our Industrial Life)

The City That Lives

Hoffberg Productions. 1952. 1 reel, sd., b&w, 16mm.

Craftsmanship in Clay: Decoration

Indiana University, Audio-Visual Center. 1952. 10 min., sd., color, 16mm. Fifth in a series of ceramics films.

Evolution of Machines (Filmstrip)

Popular Science Pub. Co., in co-operation with the Walker-Turner Division of the Kearney & Trecker Corp. 1952. 52 fr., color, 35mm. (Use of Machines in Our Industrial Life)

History of American Art (Filmstrip)

Herbert E. Budek Co. 1952. 12 filmstrips, b&w, 35mm. Based on the book, "Art and Life in America," by Oliver W. Larkin.

Michelangelo: The Sistine Chapel (Filmstrip)

Life. 1950. Produced by Science Pictures, Inc. 62 fr., color, 35mm. With lecture notes.

New Testament Paintings by J. James Tissot (Filmstrip)

John H. Eggers Publications. 1952. 327 double fr., b&w, 35mm.

Old Testament Paintings by J. James Tissot (Filmstrip)

John H. Eggers Publications. 1952. 367 double fr., b&w, 35mm.

(Continued on page 10A)

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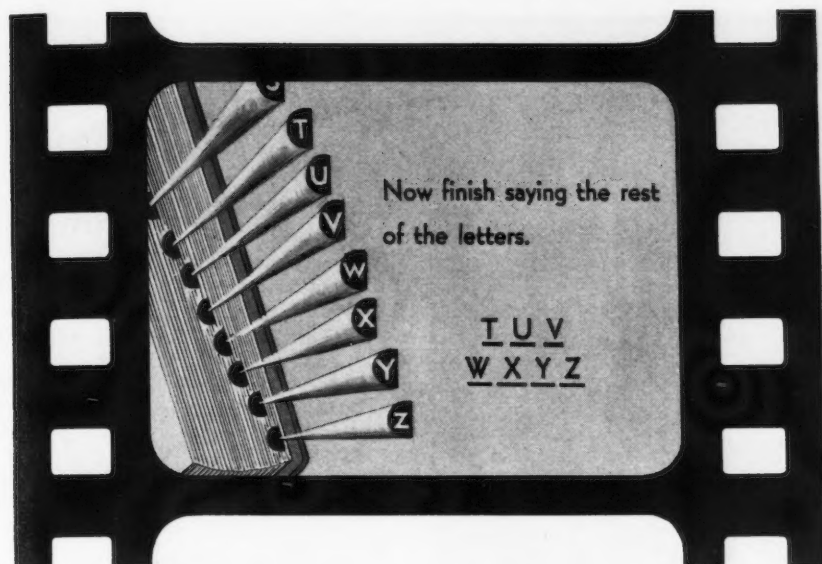
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COMPANY

formerly
The Brush Development Co.
Brush Electronics Company
is an operating unit of
Clevite Corporation.

1952 Films

(Continued from page 8A)

The Praying Feet

Bernard E. Cawley. 1951. 1 reel, sd., color, 16mm.

BIOGRAPHY

Ferdinand Magellan, 1480-1521 (Filmstrip)

Young America. 1952. 44 fr., color, 35mm.
(Great Explorers Series, no. 1)

George Washington Carver (Filmstrip)

Artisan Productions. 1950. 71 fr., color, 35mm.

Hernando Cortez, 1485-1547 (Filmstrip)

Young America. 1952. 40 fr., color, 35mm.
(Great Explorers Series, no. 1)

Jacques Marquette, 1637-1675 (Filmstrip)

Young America. 1952. 47 fr., color, 35mm.
(Great Explorers Series, no. 1)

John Cabot, 1450-1498 (Filmstrip)

Young America. 1952. 43 fr., color, 35mm.
(Great Explorers Series, no. 1)

Lewis and Clark (Filmstrip)

Young America. 1952. 42 fr., color, 35mm.
(Great Explorers Series, no. 1)

Marco Polo, 1254-1324 (Filmstrip)

Young America. 1952. 46 fr., color, 35mm.
(Great Explorers Series, no. 1)

BUSINESS AND INDUSTRY

(See also *Economics, Trades, and Manufacturing*)

The Big Little Things

Wilding Picture Productions for Coopers, Inc. 1951. 29 min., sd., b&w, 16mm.

Doc Knows Best (Filmstrip)

Chrysler Corp., Dodge Division. 1952. Produced by Ross Roy, Inc. 102 fr., b&w, 35mm.
(Dodge Slide-film Program, no. A-1)

Find the Cause (Filmstrip)

International Harvester Co., Education and Personnel Dept. 1952. Produced by Vogue Wright Studios, Division of Electrographic Corp. 81 fr. b&w, 35mm.

Forecast—Continued Prosperity

Southwestern Gas and Electric Co. 1952. Produced by Charles D. Beeland Co. 20 min., sd., color, 16mm.

Hydraulic Power Steering: Operation and Diagnosis (Filmstrip)

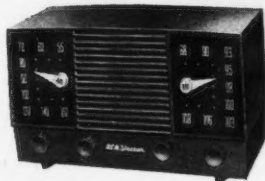
Chrysler Corp. 1952. Produced by Ross Roy, Inc. 100 fr., b&w, 35mm. (Master Technicians Film, v. 5, no. 2)

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(Continued on page 159)

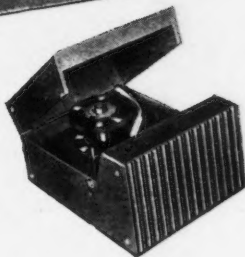
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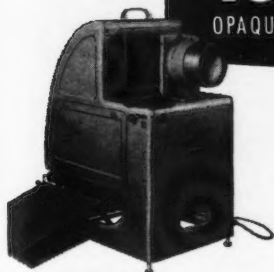
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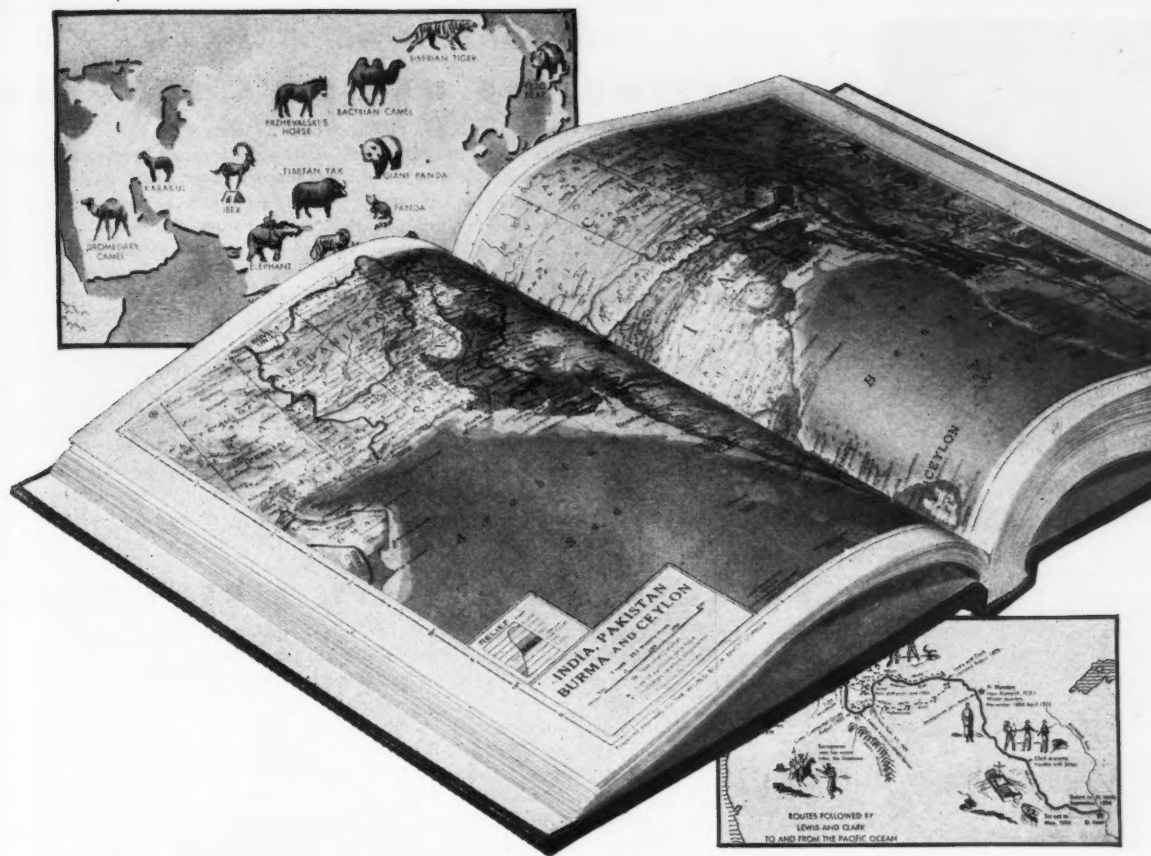
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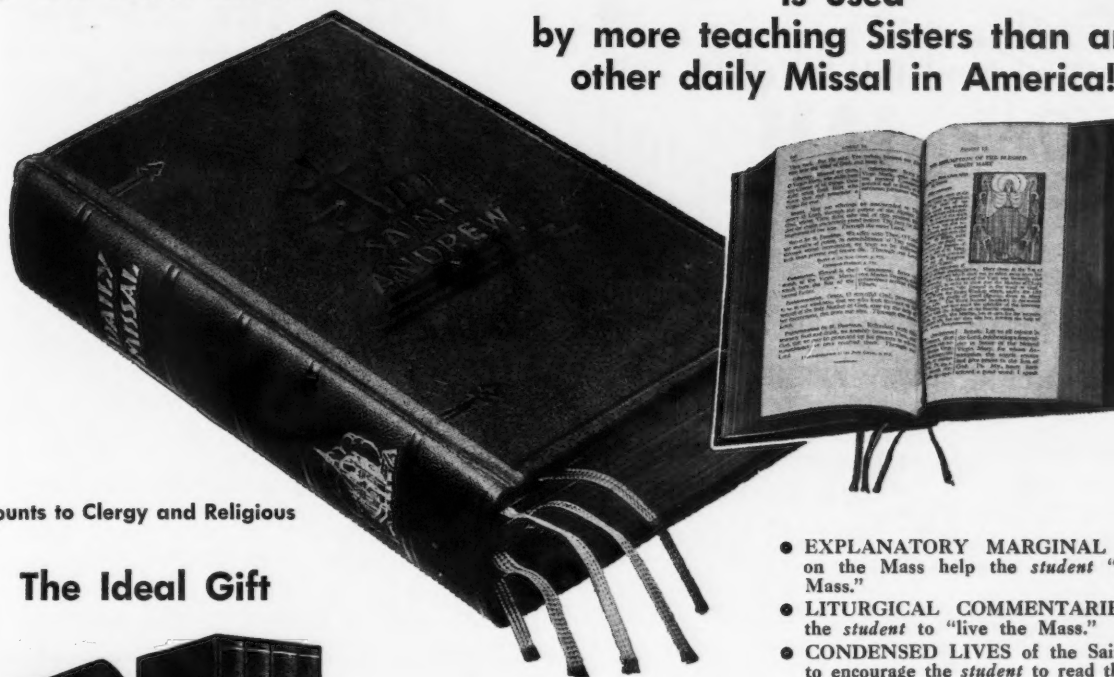
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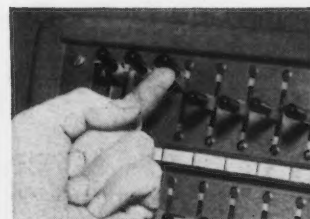


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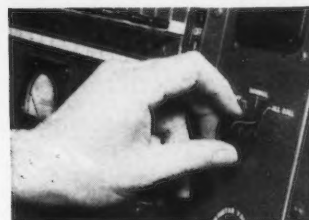
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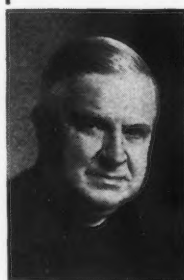
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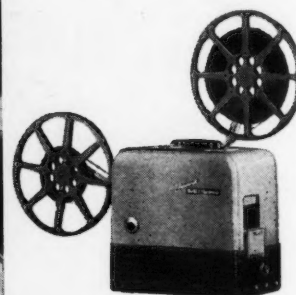
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The CATHOLIC SCHOOL JOURNAL

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THE MOVIES—A Problem for the Schools?

*Rt. Rev. Msgr. Carl J. Ryan, Ph.D.**

THE motion picture as one form of audio-visual aids has found a secure place in Catholic education. I wonder, however, if as Catholic educators, we are not missing the point in regard to the movies, in that we seem to be devoting our attention exclusively to the instructional film to the neglect of the entertainment film, when the latter is no doubt more influential in shaping the attitudes and ideals of people. With the end of formal schooling, the instructional film, for the most part, ceases to be a factor in the lives of people; but the entertainment film is with them the rest of their lives.

Study the Films

By the entertainment film I mean one produced in Hollywood or elsewhere for showing in ordinary movie theaters, and now on TV, and intended for general patronage. The instructional film, on the contrary, is made for showing in the classroom, or to restricted audiences, where the primary purpose is instruction, not entertainment. I propose the serious study of the entertainment film to the end that our Catholic people will not be misled by the materialism and secularism often portrayed in such films, and that they will be able to appreciate the better things offered by the movies.

Bear in mind that the mere showing of an entertainment film, which is often done in Catholic schools, is not *studying* the film. The CATHOLIC SCHOOL JOURNAL each month has a department devoted to audio-visual aids. A study of this feature over the past several years shows that the only films considered were those intended for

classroom use. It is true that a few of the films listed may be considered entertainment films, yet they were produced for specifically Catholic audiences. They were not the type of films intended for showing in regular movie houses.

A Neglected Field

Catalogs of nine of our largest Catholic universities maintaining departments of audio-visual aids were examined. A description of the courses offered supplied no clear-cut evidence that any attention was paid to the entertainment film. The courses seemed to be pretty much the same as those offered in any secular university.

The recently organized Catholic Audio-Visual-Educators has held only one national meeting so far. This was held in Chicago, August 4-5, 1952. Judging by the program for the convention and the report of some of the talks, as given in the September issue of *The Catholic Educator*, this group apparently intends to limit itself to the instructional film, along with other audio-visual aids.

Finally the *Catholic Periodical Index* was consulted to see whether any articles had appeared in Catholic educational periodicals in recent years dealing with entertainment films in the light of Catholic theology and philosophy. The only article I could find was one entitled "Materialism and Motion Pictures" by Anatole Lindsay, which appeared in the May, 1950, issue of the CATHOLIC SCHOOL JOURNAL. It is true that the subject might have been discussed in articles whose titles were not indicative of the whole contents of the articles. In some cases where a slight clue was given by the title of the article that the subject

might be discussed I read the entire article. In a few cases there was passing reference to the influence of the entertainment film, but no extended treatment.

It is quite possible that some of our Catholic colleges and universities deal with the motion picture in its moral and philosophical aspects in some courses other than those devoted to audio-visual aids. Loyola University of Los Angeles offers a curriculum in the communication arts, the objectives of which "are to cultivate a thorough understanding and appreciation of these media of communication, i.e., influence on the religious, social, political, and economic life of the world. . . ."¹

Perhaps the fact that Loyola in Los Angeles is so close to the center of the movie capital of the world explains the presence of such a curriculum, which, after all, is a specialized program and reaches only a limited number of students. Judging by the program already announced, the same might be said of the courses offered in the department of communication arts of the University of Detroit. Apparently our colleges and secondary schools do not consider a study of the entertainment movie as a part of general education. Nor do the audio-visual aids people consider it as coming within their scope. The anomaly of the situation is that while the bishops of the country consider the entertainment film important enough to justify the Legion of Decency, our Catholic educators do not consider it important enough to be treated in class.

Scientifically conducted experiments have shown definitely that it is possible to create

* Superintendent of schools, Archdiocese of Cincinnati.

¹ Loyola University of Los Angeles *Bulletin*, 1950-51, p. 76.

or to change attitudes of people by means of motion pictures. One of the earliest and best known studies in this field was made under the auspices of the Payne Fund Studies. Here it was shown that the dominant attitudes of high school students toward other races were shifted by means of motion pictures.²

Influence of Movies

Dr. Urban Fleege in his volume, *Self-Revelation of the Adolescent Boy*, says that 47.6 per cent of the boys studied realized and admitted they have been influenced by the movies.³ That so many boys recognized the effects of the movies upon themselves is significant in view of the statement by Dr. Fleege:

"In considering replies to these questions it may be well to remember that the influence of the movies is quite subtle and very often on the unconscious level, with the movie-goer quite frequently not realizing the extent to which he is being influenced. Perhaps the more common influence is of the type that consists of the implantation of ideas, ideals, and attitudes; but this does not make the influence a whit less real, for ideas, ideals, and attitudes are directives of the type of conduct that may follow."⁴

Not only children and adolescents are influenced by movies, but adults as well. Several years ago, *Time*⁵ reported that in 1934 Clark Gable, in the movie, *It Happened One Night*, removed his shirt and revealed that he wore no undershirt. The sale of men's underwear dropped 40 per cent in a single year. Another item in *Time*⁶ reported the claim that the consumption of tea in the United States was increased by 17 million pounds a year by getting tea scenes into 83 movies in two years. While such reports may not be based on scientifically conducted studies, there is probably enough factual basis to show that movies do influence the conduct of people.

The widespread use made of the movies by Hitler in his rise to power and its continued use by the Communists in Russia and the very existence of the documentary films in Europe and in this country is evidence to the fact that motion pictures do influence the attitudes, ideals, and eventually the conduct of adults. While it may not be possible to prove it scientifically, it is a reasonable assumption that some Cath-



— Erika Eid

olic people are more influenced by the movies than by the teachings of the Church on such problems as dress, social attitude, and even divorce.

Pope Pius XII, well aware of the influence of the movies, speaking to a group of members of the Hollywood Motion Picture Executive Committee in 1945 said, "One wonders at times if the leaders of the motion picture industry fully appreciate the vast power they wield in social life, whether in the family or in the larger civic group. Eyes and ears are like broad avenues that lead directly to the soul of man, and they are opened wide, often without challenge, by those who see your films. . . . And if it is true, as it is, that bad conversation corrupts morals, how much more effective are they corrupted by bad conversation when accompanied by conduct, vividly depicted, which flouts the love of God and civilized decency."⁷

There can be no doubt that people are influenced by the type of movies they see and hear. Many of these movies reflect a philosophy of life which, if not totally is at least partially in conflict with the Christian way of life. Can we as Catholic educators ignore the entertainment film in our

high schools and colleges? Can we assume that if our people are well grounded in their religion, they will automatically, and without any specific training or experience, detect such propaganda and fortify themselves against such influence?

I am convinced that the answer to both questions is negative. While it is possible for some of the more intelligent people to take a critical attitude toward movies without special training, the greater majority will not do so except for some flagrant violation of the moral code. The more subtle process of undermining their moral standards is apt to be undetected and hence gradually accepted. Hence, the need for some specific training in how to see and evaluate movies from the philosophical and moral point of view. In other words they must be taught to react rationally and not merely emotionally to the movies they see. We cannot expect them to see only Catholic movies. But we can teach them to see all movies as Catholics. We should do this especially in our high schools, which for most of our people is the terminus of their formal education.

A Program Described

I should like to describe a program we have carried out on a limited scale in the Archdiocese of Cincinnati, in an attempt to attain this objective. It has been in existence long enough to acquaint us with some of the problems involved. It has not been in effect long enough to be considered a well-worked-out program. A description of what has been done to date is given in the hope it may be of interest to other schools and spur them on to try something similar.

The program was started six years ago in our diocesan teachers college, the Teachers College of the Athenaeum of Ohio. This small school has an enrollment of less than 100 full-time students. The majority of students are Sisters. We have also some laywomen, Brothers, and a few laymen. Each Tuesday one class period is set aside for an assembly program. Once a month the assembly period plus the next class period is used to show a movie. The films are obtained from regular commercial houses handling 16mm. films. For the first several years the discussion was held during the next class period by the Sister in charge of the program. The main objective of the discussion was to consider the ideology and moral implications of the movie, to detect propaganda, to consider what effect such a film would have on the attitudes and ideals of the viewers in the light of Christian principles. It is only natural that in the course of the discussion other items would come in for consideration—the quality of the

² Ruth C. Peterson and L. L. Thurstone, *Motion Pictures and the Social Attitudes of Children* (New York: The Macmillan Co., 1933), *passim*.

³ Urban H. Fleege, *Self-Revelation of the Adolescent Boy* (Milwaukee: The Bruce Publishing Co., 1945), p. 253.

⁴ *Ibid.*, p. 253.

⁵ August 13, 1951, p. 89.

⁶ May 14, 1951.

⁷ The London Tablet, July 21, 1945, p. 32.

acting, the photography, the directing, and the story itself.

In the beginning there was some misunderstanding concerning the object of the program, even though repeated explanations were made. One Community would not allow its Sisters to take part since it was under the impression that the purpose was merely that of entertainment. When the true nature of the program was explained directly to the Community authorities the Sisters were allowed to attend.

Another difficulty was the failure to set aside a time for discussion which would reach all the students. The teacher in charge of the program could reach a majority of the students, since she had them in her classes. The other students did not have a chance to take part in the discussion. The discussion period was subsequently changed to the assembly period the following week. This gave all the students a chance to be present. Beginning last year two of the priests took over the discussion and prepared a discussion outline, which was mimeographed and kept for later use and for other schools that might want to take up the program.

At the end of the past year the students were asked to give their reaction to the program. No names were to be signed. In a few cases it was possible to identify the writer as a Sister, either from the nature of the comments or by the explicit statement that the writer was a Sister. There is every reason to believe that the views stated represented the honest opinion of the writers.

Opinions of College Students

Out of about 60 students who were present for the final movie and discussion, 40 submitted a statement of their opinion of the program. All the replies were favorable to the program as a whole, although several had criticism to make as to the way the program was carried out, and as to the ultimate use they as teachers could make of this training. It is possible that among those who did not reply there were some who did not react favorably. We have no way of checking on this. There was agreement that the program had made them more alert to the attitudes and ideals which movies are apt to create in the viewer. As one student, a Sister, stated it, "We are more alert to evils, false concepts, and the like which are in pictures. Some movies I had seen at home I now judge differently. I never realized before that so many movies are based on attitudes and concepts opposed to our Catholic way of thinking until the evaluation program started at the Teachers College."

As to the criticism offered, two said the discussion period was too much dominated by the discussion leader. This point will be taken up later. Several others, Sisters, did not see how they could make much use of this training later as teachers, when they would not be able to see many movies. On this point reference was made to an excellent paper read at the 1938 convention of the National Catholic Educational Association by Ellamae Horan. Finally, one student stated her criticism as follows: "If the program is to accomplish its aim, I feel that the discussion should be of a more definite type, wherein practical conclusions may be reached which apply to movies in general and not to the specific movies we have seen. The specific movies may never be part of our concern again, whereas the conclusions regarding movies in general could be very helpful." This student will of course have to learn that in evaluating movies, as in solving problems of discipline, each is a separate case. There are no set rules which will apply to all cases.

The High School Level

Four years ago the program was taken up by one of our high schools — Regina High School, an interparochial high school for girls, conducted by the Sisters of the Most Precious Blood. The fact that the school is just across the street from the Teachers College made it easy to co-ordinate the program and use the same pictures.⁸ During the first two years the pictures were shown to all the students, later limited to juniors and seniors, and this year again made available to all students. Either procedure involves some difficulties. Some of the pictures were of little interest to the younger students, yet when they were left out they felt we were discriminating against them.

After the first two years of experience the students in the senior class were asked to express their opinions on the value of showing such movies. The replies were interesting for they showed that some of the students had not yet grasped the idea why they were being shown. One student wrote: "Movies as a part of the school curriculum definitely supply a diversion from the routine of classes, but is that the desired end? As far as educational value is concerned, I am convinced that there is little — at least in those movies shown here. If shorts, either *March of Time*, or similar documentary films could be shown, the students could benefit more."

Another student wrote: "No entertainment is received by me, through witnessing

the feature films. Those shown are either so dated as to be archaic or else seen so many times before that interest is impossible. I am convinced the present run of shows here is useless and boring. For the benefit of all, a change to documentary films which record either the events of today or yesterday would be a tremendous improvement."

At the end of the past school year the seniors again were invited to express their opinion on the subject. They had now had the benefit of four years of experience, plus the fact that the discussion leaders on the faculty had learned more about handling the subject. It is significant that not one of the seniors this year expressed a viewpoint similar to the two quoted above. One student wrote: "Somehow I don't feel as if all the girls get the full significance of these movies, as I believed in my freshman and sophomore years, that they were for purely entertainment purposes. Now after more training and knowing the right from the wrong, I can see that they are not just for entertainment." The replies of the students brought out other interesting results of this experience. In some cases they found out that a movie which was considered to be serious, could still be interesting. As one girl expresses it: "Another point of showing a movie at school is to let the students know that movies that appear dry or no good because there are no passionate love scenes in them can prove to be just as good if not better. *Behind the Iron Curtain* was a very good example. Many girls did not see it (in the commercial houses) because they thought it wouldn't interest them, but when we saw it at school everyone learned otherwise."

Another fact brought out was that sometimes a movie touched on a subject involving Catholic doctrine or moral practice, and the showing of the movie and the discussion brought home Catholic teaching more effectively than mere instruction in the classroom. A good illustration was the final movie on last year's program — *Brief Encounter*. The story involves two people, each married to another partner, who find their married lives rather commonplace and dull. They seem to think they can find happiness if they go off and live together. Fortunately their plans are thwarted and they return to their senses before it is too late. It is a story based on a temptation that comes to many married people, sometime or other in their married life. Commenting on this movie one of the girls wrote: "The movie we saw the other day (*Brief Encounter*) was an example of what could happen in almost any family. Some of the girls thought this was not the type

⁸ Two private academies joined the program in the middle of last year, but no reports were received because of the brief time they were in it.

of show to be seen by high school girls. I think it is. After all, such things do go on, and if we are to be intelligent adults, someday, we certainly should know what is going on in the world around us. Seeing this show in school, where any questions we might have can be answered, is far better, in my estimation, than seeing it in a public theater, where no one could explain it to us."

Referring to the same movie one of the students at the Teachers College said: "A movie such as the last one we had has even a present, practical value. I doubt if a religion teacher would succeed in getting across to high school students the same points about proximate dangers even in two hours of class."

Evaluation

Our experience with the entertainment film has brought us face to face with some problems and difficulties. These will be briefly described.

1. The selection of films. Our equipment was for 16mm. films, hence we were limited to films available in this size. This naturally restricted our range of choice. It also meant we had to use older films. The showing of an older film in the beginning carried with it a psychological handicap, at least as far as high school students are concerned. As one student put it, "The stars are either long forgotten or never heard of, or else too young to be recognized." In some cases the students had seen the movie before and approached it with a lack of interest. This, however, is not too serious an obstacle. The discussion of the story brings out aspects of the film that the students had not noticed before. Students gradually realize that a film does not necessarily lose its value after the first run showing, and some films years old can still be enjoyable.

We have so far aimed at selecting films with a Legion of Decency A rating, or equivalent rating where the Legion of Decency has not evaluated the film. The latter is true of some of the English made films. Since these films are unobjectionable for general patronage, it obviously is a handicap in carrying out the main object of our program, namely to detect false and un-Christian principles in the film. Some of the high school students have recognized this fact and have said that we should use Class B films. Actually we have used a few B films, but when these are produced in 16mm. the objectionable parts are sometimes removed.

The use of B films is apt to raise another problem. So far as the students themselves are concerned, no doubt many Class B films could be shown, with no harm to the students, when the false or

RECOMPENSE

Her patience overtried
She sits aweared with her hopeless task
Of marking themes.
"No sentence-sense has he,
No punctuation rules.
Why torment self?
Why carry on, why try
To make him scholar-wise?"
She sighs — and then

A gem of thought hidden
Amid the debris of composition form,
A pearl of price
She spies; her spirit soars,
Her soul electrifies.
A spark of life!
An artist soul new-found!
Thank God! her role henceforth —
To nurture life.

— B. V. M., Chicago, Ill.

objectionable parts are properly discussed in class. But, regardless of how often the explanation would be made in school as to why such films are shown, the word would soon get around that Class B movies were being shown in school. When the next time the pledge of the Legion of Decency is taken in church, one can be sure that some students, probably the very ones who comprehended least the purpose of the program would say: "Class B movies are all right, we see them in school."

2. A full length film requires at least two, and sometimes three, class periods, not counting the time devoted to discussing it later. Unless the high school teachers and administrators are already convinced of the merits of the program, they are unwilling to give up class time for this purpose.

I have tried to present the problem to high school teachers in this way: Just how much difference in the lives of these boys and girls will the loss of a class in history, English, mathematics, etc., once a month mean in their lives ten years from now? Probably none. But ten years from now many will be seeing movies in the theater, or in the home *via* TV. If as a result of their experience in high school they now see movies in the light of Christian principles; if they have learned to detect subtle propaganda and harmful principles; or if it has given them an appreciation of the better things offered by the movies, so that they will not be interested in the less worthy type; then their high school training will have given them something that will last for life.

3. Another difficulty we discovered was in connection with the discussion period. The discussion at the Teachers College was led, at different times, by two priests and

one Sister; at the high school by a lay teacher and various Sisters. Occasionally one of the priests from the Teachers College would go over to the high school for the discussion period.

Preparation of Teachers

None of us had any special training in this field. So far as I know there is no place where such training can be obtained. There are study guides available for many movies, but their approach is quite different from ours. They consider the movie from the point of view of drama, acting, the correlation with English, history, etc., the photography, and directing. There are books and courses available in movie appreciation, but again from the same point of view. They offer some help, but in the last analysis they do not approach the subject of analyzing movies from the Christian point of view.

As a result we have had to work out our program as best we could. At times we found reviews, especially in Catholic periodicals, such as *America*, and the *Commonweal*, helpful as a starting point. But, for the most part, we had to work out our own analysis and formulate a discussion program; and try to profit by our own mistakes. As mentioned earlier one of the students said the discussion was too much dominated by the leader, without the students having sufficient opportunity to express their views. There may be some truth to the complaint. On the other hand, the students themselves, especially in high school, are sometimes slow to respond because they as yet don't understand what the objective is. Thus, as a necessity, the leader may dominate the discussion.

In the Teachers College we have tried to vary the discussion procedure. One way is to divide the students into groups of eight or ten and have them discuss it prior to the general discussion. Another is to have the students hand in the questions which they think should be the basis for discussion. These are then used by the discussion leader.

Those of us connected with the program would be the first to recognize that we still have much to learn in this field. One thing, however, has already been made clear. A school that would attempt to set up such a program, without first having a reasonably competent discussion leader, would most likely find it unsatisfactory, and abandon the experiment before it had a chance to prove itself — unless, as in our own case, those promoting it were convinced of the merits of the program and determined to give it an adequate chance to prove its merits, while they themselves learned more about handling the subject.

The Tape Recorder in the Parochial School

Harold Gluck, Ph.D.

ANY teacher in a parochial school can make a long list of problems which have arisen over a period of years while teaching a given subject. Sometimes the situation is annoying because it is evident that either some technique or invention would save a lot of wasted energy.

Teachers' Dreams

"I can take but one class at a time to the museum to see the exhibit of medieval life," complains a teacher, "I wish it were possible to bring the exhibit right here and show it to all the classes at one time."

Either a motion picture of that exhibit or the actual physical bringing of it to the school would solve that particular teacher's problem. And over a period of a quarter of a century of teaching I also have been annoyed by situations which cried for some type of mechanical or electronic invention to meet the problem. Here are just a few of them and you will find they are similar to yours.

Mary Louise has just recited. Now come the corrections. She made two mistakes in English, one in pronunciation, and gave three wrong "facts." So teacher patiently explains to Mary Louise what was wrong with her recitation. Then comes the bombshell!

"I never made those mistakes," says the pupil. "I don't think it is fair of you to act this way!"

At first you may say the student is insolent, not very bright, or not honest. But after many cases you are forced to conclude that students often do not hear what they say. Ah, if there were only some way of shooting back to Mary Louise what she said!

The students in the first period class worked very hard to produce a short play. It might concern Fatima, The Pilgrim Fathers, or how to spend a day at the beach. The students gave it, and all the class enjoyed it thoroughly.

"I wish it were possible to show how wonderful you were to all our classes," you say with justifiable pride. But you realize there are physical limitations to this taking place. It would necessitate keeping the children out of all the recitations for a day. It would be a physical strain on them. And what guarantee have you that the second or fifth recitation will be like the first?

There is a special broadcast to be made at eight-thirty this evening on the local radio station. Father Kelter is going to discuss the subject of vandalism in our parks. Every child should hear that broadcast. But what are the practical limitations? You know that some mothers will be listening to their favorite serial at that time. And fathers will tune in for the evening baseball game. Some children will be tired and others will have too much homework to do. Isn't there some way of having that rebroadcast in the school at a given time or to special classes meeting in the large music room?

If you happen to teach foreign languages such as French, German, or Spanish, or perhaps classical Latin, you know you have daydreamed about having recordings in the classroom. Why do you have to repeat the same sentence five times in each class? Over and over again? And wouldn't it be wonderful if you could have in your language class different voices of natives who speak that tongue?

Dreams Realized

You will observe that many of these problems are connected with sounds in one form or another. For a long time I wondered what would happen if I could bring a tape recorder into the classroom. Would it help me? Would it be of benefit to my students? So I took a nice big box and placed it in my living room underneath my typewriter desk. All my spare nickles, dimes, and quarters went into that box. And from time to time I sold some articles and the bills joined the silver change. Eventually there was accumulated enough money to purchase the tape recorder and several reels of tape.

My first use of that tape recorder was to take off from my radio several broadcasts which I felt would fit into my history lesson. And that raised a very peculiar problem. Did I have the legal right to use such material in my classroom? So I contacted the radio stations and their attorneys. At first they all told me to go ahead and use the material provided it was only for the specific use of teaching. I asked for this in writing. All but one gave me written permission. Strange as it seems they all agreed that I actually didn't need permission because all that I technically was doing was to give a rebroadcast.

For experimental purposes I let some of my classes take notes and others had to listen without taking notes. At the end of the broadcast of the given radio program they were given sufficient time to make notes. I also found it a good idea to have some time available so that the students might ask me questions about the broadcast. Then the next day we had a discussion when it was almost a full period broadcast. In the case of the shorter broadcast, it was possible to have a discussion the same period.

How to Listen

Offhand this sounds simple but at once I was presented with an educational situation. Among so-called "progressive educators" there is a feeling that the lecture method of teaching is out of date. Hence I found most of my students were not trained to listen. But if education has as one of its goals the ability to meet life situations, then we must train students to listen. The salesman has to listen to a customer talk for some time; the doctor must listen to his patient; people go visiting and talk and there must be listening; we go to plays and we listen to the radio and television. Yet in many of our schools we frown upon this training. So I had to train my students to listen. This is fundamental to any successful use of the tape recorder. And of course I used written and oral tests to find out if the students did learn by listening. And the results were definitely in the affirmative.

Home Recording

After three months of using the tape recorder a group of students came to me with an idea. One of their number had a tape recorder at home. Could they prepare a script and put it on tape at home? They worked on it for three weeks and put it on tape. They had a chairman, a secretary, and a typist. It was a history lesson. When I told my wife about this she came up with a good suggestion: Suppose both of us prepared a summary of a unit and gave it to the class?

This was done and was highly successful. One of my students in turn prepared a summary and put it on tape. Soon I discovered that the parents of several of my students had tape and wire recorders at home and were willing to co-operate in any

kind of project which would help their children to learn better the work assigned to them.

In Teaching Languages

I had listened to the army language records and they left a very good impression upon me. Could I prepare similar material? I put some twenty simple Spanish lessons on tape. This can be done in any language class. Now here is an idea which was given to me by a man interested in teaching techniques: You can put a unit of a language on tape. Then leave a blank. The students listen to the language lesson. Who is going to repeat those phrases? If John wants to try it he can speak into the microphone and record his effort. Then the original and his effort can be replayed and the student can hear the comparison and decide whether or not he or she had been able to imitate the foreign language. The student's recording can then be erased.

To Accompany Pictures

In the past twenty years we have made excellent progress in the use of visual materials in our schools. Strip films and slides are used by many teachers. And an opaque projector can be used to show homemade drawings and cutout pictures from magazines and newspapers. The script or di-

alogue for these pictures can be put upon a tape recorder and used again and again every time the same pictures are shown in class.

An Author—Speaker Team

If you wish to encourage your students to write religious poetry, the tape recorder is an excellent means to accomplish this worthy aim. You can have a contest for one grade or for the entire school. The best poems will be placed upon tape. Here you can use a combination of writer-speaker unit. The best writer may not necessarily be the best speaker. So two students may team up in the contest, one to do the writing and the other to do the speaking.

You will notice that I have not yet discussed the important field of speech correction. Here the tape recorder is becoming part of the standard equipment. I am interested in spreading the many possible uses of the tape recorder in the school.

Some Problems

There are certain problems connected with the use of the tape recorder which must be faced. First, it will be necessary on many occasions for the teacher to take the tape recorder home in order to make a recording of a talk which may be given

late at night. I found my particular machine was a heavy one. To take it to school and back home I had to use a taxi. Adding up the money spent, I have concluded in the near future to purchase a lighter machine. Keep one at home and one in school. The formation of a recording club will help the teacher with this specific problem. Second, it will be necessary for the teacher to learn thoroughly the techniques of using the machine to the best advantage. Third, the teacher will have to learn how to make minor repairs on the machine if a service station is not in the vicinity of the school.

In conclusion, may I make it clear that I have only touched the surface of the many possible uses of the tape recorder. Thus you may get a famous visitor to the school after the students have been dismissed. Would he like to say something to the students? There is the tape recorder. And it can be hooked up to the school broadcasting system. Or a musical program may be prepared and given by means of the tape recorder. Music students can hear their own composition as they have played it. Or a student can listen to a master recording and then put his version on tape and compare the two. The uses of the tape recorder are multiplied by the intelligence and imagination of the teacher.



Guests of Honor. The seventh grade civics club of Blessed Sacrament School, Ft. Mitchell, Ky., invited the six guests from the School of Our Savior, Covington, Ky. Sister M. Isabel, O.S.B., the teacher, and two members of the club are distributing library books to the guests. The occasion was a panel discussion on government from 2000 B.C. to the Constitution of the U. S. The class follows the course outlined by the Commission on American Citizenship, C. U. of A.

Television, Your Business and Mine

*Ella Callista Clark, Ph.D.**

TECHNOLOGY rubbed its magic lamp and behold! in the vast majority of homes within television receiving distance there appeared television sets which commanded huge quantities of time—yes, time, that precious stuff of which life is made.

How many hours each week do the students in your classes spend looking at television? The Marquette University survey of 1952 indicated that students in the Milwaukee area averaged 19 hours per week in front of a television screen—almost as many hours as they spent in school each full week that school was in session. The 1953 survey now under way gives no indication that this number will be less for the current year. Other surveys indicate that a similar situation prevails elsewhere. For example, the December, 1952, issue of *Elementary English* reports an average of 23 hours per week in 1952 for another area.

No other leisure activity commands so much time. No other medium of communication possesses such magnetic holding power. The impact of the screen picture augmented simultaneously by sound bombards the mind with that potent combination of auditory and visual stimulation. Add to this compelling attention getter the aspect of timeliness in which we share in an event at the very moment it transpires. Thus, in the comfort of our own homes we witnessed the inauguration of President Eisenhower, the Yucca Flats atomic bomb explosion, and other events of national significance.

What happens to the video viewer during the many hours he sits before the television screen? Exactly what occurs no one knows, but it is interesting to consider the reactions of people as to what values they feel they derive from this experience. In the Marquette University study, the following children's responses were typical:

1. "I save money I would otherwise spend on movies."
2. "It gives me something to do with my spare time."
3. "TV keeps me at home more."
4. "Television helps me with my school-work sometimes." (Children indicated that

programs dealing with current events, science, travel, biography, and how-to-do things were especially helpful and interesting.)

5. "I get some good entertainment out of television programs."

Similarly, parents often listed the first three items as given above. Many of them expressed concern about the crime programs which they felt were too numerous. However, increasingly parents report that they are guiding their children to select programs more carefully, to omit certain undesirable programs entirely, and to develop a greater interest in other types of leisure activities.

Another important aspect of the television situation concerns what other leisure activities suffer when video claims so many hours. The Marquette study indicated among others two major areas in which activity diminishes as television viewing increased: less reading is done, and the time for outdoor activities is shortened.

No one knows precisely what effect television is having upon us, but surely its influence cannot be ignored. In a video area even people who claim that because they never view video they are immune to its effects are deluding themselves. There is no immunity. For example, the one child who does not see television still must live in an environment shaped by children who do see it and are influenced by it. Therefore, television commands its just share of concern on the part of all who are interested in the development of tomorrow's citizens.

MAY DAY, MARY'S DAY

May Day, which ought to be Our Lady's Day, has been appropriated by the Communists as a special occasion to demonstrate their strength. Father Keller, head of the Christopher Movement, urges everyone to set aside some time on May the first for special prayer. Pray for the victims of Communist tyranny behind the iron curtain, especially for the Church and the missionaries; pray for peace; pray that all things may be restored in Christ.

In Cadillac Square, in downtown Detroit, on May first, at 5:45 p.m., there will be a huge public demonstration at which Father Keller will give a talk "To the Whole World."

This becomes abundantly clear especially as we see the expansion of video taking place. In 1948 the number of television stations in the United States was "frozen" at 108. But a year ago the Federal Communications Commission "lifted that freeze" and authorized the establishment of more than 2000 video outlets of which 242 were reserved until June 2 of this year for possible educational use. As new television stations come into existence and extend the video area, one is forced to ponder the effects which television may soon exert on the lives of people almost everywhere in our land. Add to this wide coverage the increased potency which color and third dimension promise to bring in the not too distant future, and you cannot be complacent about the direction which the development of this young giant well may take.

Let us remember, too, that television is in its infancy. Its development is in the lap of time and can be shaped by thinking people who care enough to shake off their apathy and do something constructive about it.

What to Do

Apathy solves no problems. Let us face the situation. In the field of reading we make a concerted effort to help the reader develop standards for the selection of good reading material. We try to develop interest in various areas in which reading can enrich life. Many thoughtful teachers apply similar techniques to television. As is indicated by other Marquette research in this area, teachers *can* influence the radio and video habits of children. By skillful reference to valuable imminent programs, teachers encourage children to make good use of such programs. Witness the way in which many alert teachers prepared whole classes to extract the maximum possible value from the radio and/or television presentations of the presidential inauguration. Supplementing the actual viewing, the pre and post broadcast activities in numerous classrooms gave to many fortunate children a greatly enriched understanding of certain aspects of our national government and the historical development of our democracy. We can make similar use of daily newscasts, drama, music, and other worth-while programs. At the same

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time we can help children to develop standards for selective viewing and listening. We can use broadcasts as a springboard into discussion in which questions arise, thus stimulating reading which fills a felt need on the part of the child.

Such efforts are particularly effective when parents and teachers work together in an attempt to develop in the home a balanced program of leisure activity. For example, many families make it a point to view together any of the best television offerings such as the Bishop Sheen program, daily newscasts, good music, science, travel, biography, drama, "Meet the Press," and wholesome entertainment shows. Then they use such experiences as a basis for family discussion. Family conversation which so often suffers because of encroachment of television can instead be enriched by it and much valuable learning can also result.

Building the prestige of other family leisure activities and providing occasion to participate in them can restore reading, family outings, conversation, hobbies, and others to their rightful place. Here is a reasonable challenge to parents, teachers, and children to work together to structure

balanced programs of living which give due emphasis to spiritual, social, physical, intellectual, and emotional health.

The Air Waves Are Ours

Let us keep in mind the facts that the air waves belong to the people and that how these air waves are used is the business of the people. The Federal Communications Commission licenses new stations and in renewing licenses its responsibility is to decide whether a station is operating "in the public interest, convenience, and necessity." But to serve the people best the FCC needs to know the thinking of the people.

The National Association of Radio and Television Broadcasters in its published code states that it assumes self-censorship of broadcasts. Often we see its seal flashed on our television screen. Do we, the people, co-operate with the FCC and the NARTB by giving them the benefit of our thinking?

Of course, we need to make sure that we are thinking and not merely "sounding off." Obviously, if our efforts are to be

effective, they must reflect good judgment. Our recommendations must be based upon intelligent evaluation. This requires that as we examine programs we have in mind specific standards of evaluation. (As this is being written, for example, several hundred persons are at work evaluating programs in the Milwaukee area.) Let the station, the network, the FCC, the NARTB, and the sponsor know what you think about the program. (Keep in mind that the sponsor's pocketbook is a vulnerable spot!) Positive action seems to bring the best results. Take time to submit your commendation of good programs and say you will appreciate more of that same kind. Be just as direct when criticizing broadcasts which you feel demand revision. But be wise enough to word your criticism constructively as well as directly. Tell exactly to what you object and also give constructive suggestions for improvement of the program.

It is only as we discard apathy, get into action, and carry our share of the responsibility that we can hope to shape the development of this potential giant, television.

OPERATION "SAVE IT"

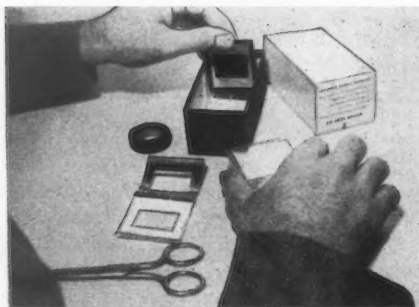
Suggestions for Prolonging the Life of Slide Equipment

*Raymond G. Kenyon**

IN THESE days, when there are so many demands for each dollar, school budgets cannot provide for the extensive purchase of new slide equipment. It is therefore vital that we make a special effort to conserve our present slides and projectors. We are well aware of the fact that visual aids materials are often misused. However, most of this misuse can easily be avoided through better practices. The following suggestions should greatly extend the life of this equipment and help reduce current expenditures.

First, projectors and slides should be centrally located. They must be accessible and so organized that teachers feel free to secure them with a minimum of effort. They must be well stored for protection against dirt, dust, and the undue handling which frequently is the cause of ineffective results in projection.

* Assistant Professor of Education, State Teachers College, Fredonia, N. J.



Place completed slides in a metal, wooden, or heavy cardboard slide file. Some slide kit boxes may be used to store completed slides.

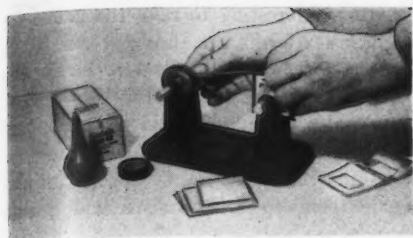
Obtain a File Case

The best place to keep slides is in a file case. Because a slide file provides such adequate protection, it is an economy to pur-

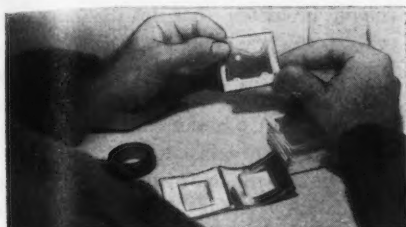
chase one. There are on the market today, wooden, metal, and heavy cardboard slide files that will hold from three hundred to eighteen hundred cardboard redi-mount transparencies. Any of these files, in order to be functional, should provide a place for identifying the slides filed within it.

Clean With Care

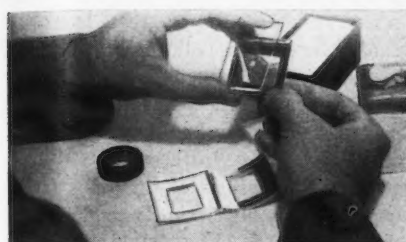
Regardless of the care given to slides which are filed, they will accumulate dust. This dust is not always visible to the eye, but when the same slides are projected on the screen, this dust is greatly magnified. Occasional cleaning of a slide collection with a fine camel's hair brush will remove most dust particles. Do not attempt to use coarse cloth or tissue to clean slides. This process often removes the protective emulsion, and renders the slide useless. If a cardboard mounted slide requires attention because there are apparent marks caused by



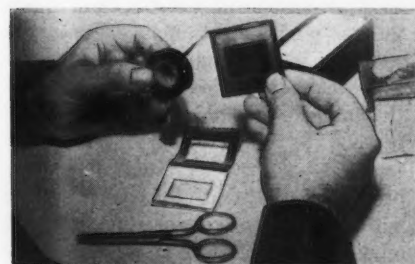
An automatic or semi-automatic slide binder saves time when mounting transparencies between glass covers.



Mount transparencies between two glass covers to extend the useful life of slides. First center the transparency in the mask.



Next, place the mask between two pieces of clean glass with all the edges even.



Set an edge of the slide in the center of the binding tape. Continue the tape around all of the edges. Press the tape firmly against the sides of the glass.

oil from fingers coming in contact with the transparency, breathe on the slide and wipe the surface with cotton. There are times when chemically pure carbon tetrachloride is used to remove smudges caused by oily fingers. Use this chemical sparingly, however, since care must be exercised in order that the lacquer coating protecting the transparency is not removed.

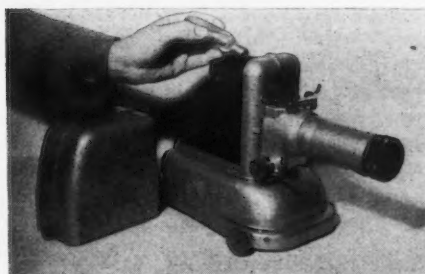
Mount in Glass Covers

Mounting transparencies between two glass covers will extend the life of the slides. Many

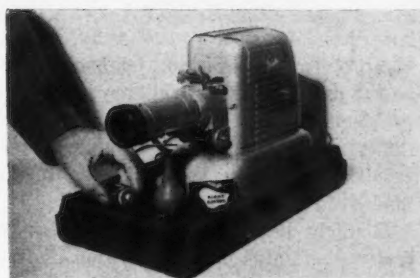
cardboard-mounted slides are fire hazards when they are left in the projector for more than two minutes. For preventing such fire hazards and securing longer life for your slides, it is worth while to expend some time and energy in binding transparencies with glass covers. Binding tape, frames, and glass covers can be purchased at most drugstores or photographic supply centers. These kits contain specific directions for binding slides. If mounting slides by this method is too time consuming and beyond average manipulative skill, purchase an inexpensive semiautomatic slide binder for the school. If there are plans to develop a large slide collection in the school, these binders will save time and money over a period of time.



Occasionally remove the top of the projector and blow out the dust with a syringe.



Check the lamp in the projector regularly. Replace with a new lamp when it becomes discolored.



Keep an extra projection lamp, lens tissue, and syringe in the case.

Some care must be exercised in binding slides within glass covers. Many times, more dirt, dust, and moisture are bound within the glass covers than are kept out. Select a cool,

crisp day when attempting to bind slides. Moisture and dust are likely to present problems on a hot, humid day. Careful binding will protect any transparency from dust, dirt, finger marks, and moisture.

Clean the Projector

The projector used to present these slides is a delicate, well-built, optical instrument, which, like any other precision instrument, needs constant care, part replacement, oiling, and cleaning. Occasionally remove the top of the projector and take out the glass elements and condensers for cleaning with lens tissue. Replace any lamp that has become discolored with a new projection lamp. As a preventive measure, it is wise to have an extra lamp in the projector case at all times. Doing so will insure continuous operation once the instrument is in use. It is also advisable to clean the lens of the projector with a camel's hair brush, then wipe lightly over the lens with lens tissue. If there's no time for a thorough cleaning, use a small inexpensive ear syringe to blow dust out of the inside of the projector and off the lens elements.

Teachers who are expected to use equipment and materials as teaching aids, have a right to expect their teaching aids to be in excellent condition. Perhaps one of the best procedures to follow is to clean slides and projector just before each projection. Since manufacturers of slide materials and projectors know their equipment best, follow their directions. Thus may be secured the best results and additional expenditures of money be prevented for the purchase of replacements which are expensive and difficult to secure.



Use a fine camel's hair brush or syringe for cleaning the lens.



Next, clean the lens with lens tissue.

The CATHOLIC SCHOOL JOURNAL

Editor

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Academic Freedom

The American Association of Universities merits the high reputation it has because of such action as its report on academic freedom. Judging by the newspaper summaries, the ten-page policy report is a very important and significant document. It puts the case for academic freedom significantly, aptly, and dispassionately. It raises the discussion above the level of special pleaders, the inanity of much of the newspaper comment, and the even more puerile effervescence of many of the liberal commentators, and of conscience-stricken or cunning professors facing their intellectual indiscretions, to put it most mildly.

We hasten to give you the quoted statement about one of the major issues that appears in the newspapers and "on the air" practically every day. High school teachers may very well use the material for comment on the news of the day. The statement says:

"Invocation [by a professor] of the

Fifth Amendment places upon a professor a heavy burden of proof of his fitness to hold a teaching position and lays upon his university an obligation to re-examine his qualifications for membership in its society.

"This is because he owes his colleagues . . . complete candor and perfect integrity, precluding any kind of clandestine or conspiratorial activities. He owes equal candor to the public. . . .

"It is his duty as a citizen and a professor to speak out if he is called upon to answer for his convictions. Refusal to do so, on whatever legal grounds, cannot fail to reflect upon a profession that claims for itself the fullest freedom to speak, and the maximum protection of that freedom available in our society."

There has been an almost naïve assumption by university teachers appearing before Congressional committees that their freedom implies no responsibility. They were obtuse to the degree of not recognizing that freedom might be used to destroy freedom—was, in fact, being so used, if not by themselves at least by some of their colleagues. The university's stake in academic freedom goes to the very life of the institution. Without it, as understood by the Association of American Universities, there can be no university. — E. A. F.

Free Textbooks

It is practically an axiom of education in the United States, in theory at least, that free public education implies the furnishing of the means of instruction as well as the teaching without cost to the student. If this is the theory of education, it is not always carried out in practice.

Forty years ago I sat in the pews of a Cathedral of one of our great cities and listened to a diocesan superintendent of schools say that the furnishing of textbooks, free, to children of the public schools was socialistic. That view, I am sure, has long since passed away, though the problem of furnishing textbooks, free, to the parochial school children is a major problem and one of tremendous financial difficulty. The practice of the public schools furnishing such textbooks seems to be implicit in the public school idea.

It might be well in this connection to review the status of the provision of free textbooks in various states and local communities. Eighteen states provide for the provision of textbooks at state expense. In one of the cases, South Carolina, the rental which is charged is paid, by local districts or counties.

It is interesting to note the grades for which textbooks are provided free. Eight states provide textbooks free in the elementary schools and in the high schools. Six states provide them in the elementary schools only. Oklahoma provides them for the first three grades only. The others provide them up to the sixth and seventh grades.

In West Virginia the provision of textbooks at state expense is, however, restricted primarily to needy children. It should be noted that in the nineteenth century this was more generally characteristic of the provision of free textbooks since the time the practice began in Philadelphia in 1818. This practice of providing textbooks only for indigent children, so characteristic of the nineteenth century, has passed away almost completely though naturally the practice continues officially or unofficially where pupils purchase their own books. In 15 of the states textbooks are provided at state expense for public school children only, but there is a significant change in this policy indicated in three of the states. Textbooks are provided at state expense to the public, parochial, and private schools in Louisiana, Mississippi, and New Mexico. In these states there are state-wide adoptions of textbooks for elementary and high schools, and the provision of textbooks at state expense applies both to elementary and secondary schools.

In at least twenty states, local systems provide textbooks at public expense to the children in the public schools. In two states half of the local systems of education provide free textbooks. And in four other states some school systems provide free textbooks. This situation indicates pretty clearly that textbooks provided without cost to children in the public schools is characteristic of public education in the United States and it is probable that the practice will be extended more completely in the future.

This raises a condition for parochial schools which must be faced. And for the elementary schools at least it would seem to be necessary that more and more parochial schools provide free textbooks to the pupils. It may be that the practice of the states of Louisiana, Mississippi, and New Mexico in providing the state approved textbooks to parochial school children will receive further extension. But at the present time the state tendencies are not at all clear. — E. A. F.

Shall We Add Prizes?

Education Rewards the Student

Gertrude Corrigan

THE Bees and the Kaws are playing ball on the sand lot back of the schoolhouse. One might think by their demonstrations and loud talk that there is some big stake on the outcome of the game.

In the classroom, the teacher wishes she might instill as much enthusiasm in the pursuit of knowledge. Thus is born the idea of giving prizes for high marks in scholarship as a stimulant to greater effort by the pupils.

Who Gets the Prize?

Let us consider this matter from a business standpoint. Who will be interested in these prizes? Naturally, those who are most apt to receive them. The members of the class know there is a small group who always get high marks and that it will be from this number that the winners will come. Rivalries arising from competition among this select number are not always productive of good feeling.

In every class there are young people who possess good memories, and these can compete in scholarship trials easily and with a minimum of personal effort. If the nature of the competition is such that it requires hard work and research, it may engage the special attention of those who have a predilection for history, or literature, or science, or mathematics, or the fine arts. These will find the extra work to their taste and inclination, and they may not be averse to a formal recognition of their abilities, but they would work just as profitably on such a given project lacking the prize offered.

A renaissance of learning will not come to any classroom because of prizes bestowed for high marks. It has been proved that young people do not value greatly prizes won in class competition. The ones who are most affected are the parents and doting relatives. The ones holding high academic scores would pursue their studies with pleasure without the stimulus of prizes. It should be noted that children are loyal and are proud of the prowess of the good performer in the classroom as well as on the sand lot.

Motivate Through Interest

Scientific research has shown that young people will work hard and untiringly at any project that they deem worth while and in the line of their personal interest. In this situation, the will to learn is always present. Strangely enough, children hate to be idle;

Editor's Note. Readers will remember a number of Practical Aids contributed by Miss Corrigan to the *Catholic School Journal*. In this article she offers some vital thinking on the philosophy of education. We don't think that she will object if anyone wants to use some of these ideas in a commencement address.

only a sick child likes to loaf. His sickness may not be known to his family or teachers but dawdling is as symptomatic as high temperatures. But the project that will excite the will to work must be as compelling as is the object of any pursuit for the adult.

Children of any age are quick to discern insincerity of purpose in work assigned to them whether in school or out of it. They resent having their precious time taken for nonsensical schemes. This is not a plea for allowing children to drift during the hours set apart for instruction. Some worth-while and purposeful activity should be planned for every moment of this important time. But, in the absence of such a detailed program, it would be far better for the child to take up some work of his own choice than to engage him in activity that does not tend to develop thought or resourceful planning on his part.

The boys in the Bees, if they win the game today, know that there are good players in the Kaws, and that they will have to play many games in the course of the season to hold their title. The Kaws know, too, that their chance to be winners will depend upon their keeping on their toes and watching their skill. As a matter of cold fact, whether these lads wear fine costumes and proper caps or have only the tools, bats and balls, it is the game that counts with the players. And all through life these boys will be pursuing some objective equally desirable to them, knowing all the time that, if they wish to win, they must bring the same spirit to the chase that they had on the sand lot.

They Were Self-Propelled

A biography of a contemporary American has come out recently. This fine man failed to get a degree from his college, lacking ratings in scholarship sufficiently high; he was one of the most popular men of his class, both with fellow students and instructors. He left college shortly before the end of his fourth year

and took up journalism as a career. Before his death he had written several books, best sellers of their day, among them, collections of his poems. He was a successful publisher of a newspaper for many years which was a constructive factor in the life of his state. He became a powerful political leader in the state in which he spent his entire life. Owing to his progressive leadership, many laws were placed on the statutes of the state, some of which found their way to federal enactment. Regulation of child labor, workers' insurance and compensation acts, reforms in the rules of exercising the franchise, tariff adjustments considered, and many measures affecting the welfare of the less prosperous citizen, were either initiated by this leader or were backed by his influence and paper. He held the confidence and personal friendship of three presidents of the United States, of many congressmen, of leaders in politics and literature on two continents, and of hosts of people in all walks of life. His dominant thought seems to have crystallized into a sincere effort to make the world better for his having lived in it.

All teachers who have passed the half-century mark know by experience that high academic records do not always ensure success in the world of affairs; yet schools still make the academic status the guide to school procedure. Only recently has there been a move by educators to establish other measurements to gauge the latent powers and needs of pupils. Technical and trade schools have always their own yardsticks.

The present civilization owes the general use of electric appliance in the home to a man who was poor in scholarship and left school early in the grades. His genius took the entire world forward beyond human imagination before his death in recent years. There are, too, many cases on record, of phenomenal precocity, which never gave any impulse of general good to their world nor to their own worldly success.

What Schools Need

What all schools need is more thought-provoking material at hand; not only should there be beautifully illustrated books on the sciences but a wealth of the fine magazines, periodicals, and good dailies. There should be gadgets of all kinds, electric and steam propelled models, tools, modeling materials, shells, fossils, aquariums, seed germinators, vessels for making crystals, large flowers in single

vases showing their marvelous nature, linen magnifying glasses and microscopes, compasses, magnets, and anything that a wise teacher might feel would arouse interest and the desire to ask questions and the will to learn. At any rate this kind of environment with this rich anteroom to the outside world, that magic questing will be aroused to remain with him all his life, that will to learn for which we are too often giving prizes. It is an ominous portent to experience boredom, yet many worthy people experience this wasteful and unspiritual condition more often than is suspected.

To combat this dreary state, the mind should find itself stored with a wealth of rich memories, of fascinating ideas, of stories lived over, of marvels of creation to be pondered, of plans to be worked out at the next opportunity.

Youth has a right to be introduced to his world while it is in the impressionable age. There is a miracle of life all round about us that is unfolding if we will but look. Surely

the Creator never made such a beautiful home for His children if He did not plan for its appreciation and its enjoyment. Yet there are those who walk as if blindfolded through their days, never looking up to the stars as they take their way across the skies of youth and age, never seeing the glory of the sunset or of drifting clouds, missing the story of the small creatures following the laws of their being. These are they who are apt to suffer from that dread spiritual state of absolute boredom. And this is the calamity from which education should save all men.

Who Is Educated

Teachers may do much by calling attention of youth in the age of idealism that it is not how much we learn that matters so much as what we do with our acquired knowledge. Biography is a somewhat neglected phase of literature but it is one that might give aid to young folk who wish to direct their learnings toward some specific goal. It is not whole loss if these directions are changed in later planning. The habit of placing some objective

to reading and study is basic and lasts throughout life. Just knowing a lot does not make a useful member of society. It is only when the possession of knowledge is a help to mankind that its wealth is valuable.

Education begins with a quest for knowledge. What is it to be educated? If happiness is its goal, that person is educated who is adjusted to his environment, whether he creates it or happens to fall into it. A truly educated person makes his world a better place for others. He is one whose advice is sought. He needs no credit for his worth. He is not arrogant; he does not instruct. He answers questions frankly if he has the right reply. If he does not know, he is frank to confess it. He knows well that the small amount of knowledge he has is a grain of sand to the immensity of the universe. He is a devout man because he has glimpsed some of the marvels of creation, and stands daily before his Maker with this sense as a prayer of praise.

This is indeed the true goal of education.

For 8th Grade Graduation

MELVIN'S FIRST BLIND DATE

*Sister M. Elissa, O.S.U.**

The Characters

MRS. MANELL, the mother; DONNA MANELL, the daughter; MELVIN MANELL, the son; MR. GOLDWIN, the stranger; a SALESLADY; a SALESMAN.

Stage Setting

A large parlor well lighted by several French doors and windows. Small rugs scattered on floor with plenty of hardwood space between. Drapes hang in doorway leading to the front hall. Several lamps are placed for convenience near comfortable chairs and one lamp is in the center of a circular table. These lamps are conspicuous for their brass ornamentation. Everything else suggests a moderately middle-class home, where comfort is not secondary to good taste. As the curtain rises, Melvin, a "Tom Sawyer" type, is sprawled angularly on the sofa reading a book and sipping from a glass of iced tea, while reaching at intervals for several pieces of candy from a nearby box. He is absorbed in his occupation. His sister, Donna, comes majestically into the room.

DONNA: Melvin, Melvin! [Stops in front of him with hands on hips.] Will you take

your feet off those pillows! Mother would have an attack of . . . of, oh most anything . . . if she could see you! [Turns toward center of stage, with head in the air.]

MELVIN: Yeah, and Mother will have the "attack," my dear Donna, you'll see that she does!

DONNA: Just for that, young man . . . [She snaps her decision] I won't tell her! [Donna goes to mirror and primp.]

MELVIN [looking up from his book]: Can I depend on it? Well, now what d'ya know! Say, Sis, you know you sure look keen . . . where ya goin' all dolled up? It's too early for the ball game. [He puts book aside and sits on sofa.]

DONNA: Ball game? Oh, yes, the ball game. Well, I wasn't going to the ball game regardless of the time. But for your highness' information, I'll be the first to inform you that Mother and I are going to town to buy me a new dress . . . [she sweeps him a curtsy] and you, my dear brother, are to stay at home and watch the house all afternoon!

MELVIN: What! Watch the house! Are you crazy? This house won't go away . . . and I'm sure no one would want to take it! What

about the ball game? Mother knows it's at four. [Gets up and walks slowly, and deliberately, toward Donna, as she backs fearfully away.] Donna, if I thought you had a hand in spoiling my afternoon . . . I'd . . .

DONNA: You keep your hands off me, Melvin. . . . What if I did! That old baseball game isn't worth the bus fare it takes to get there . . . much less, the 75 cents admission fee!

MELVIN [He and Donna stay opposite each other circling around table]: Girl, if I don't see the Bugs beat the Termites at four . . . you needn't get that dress downtown . . . it won't be useful . . . except as a shroud, perhaps . . . be sure it's a pretty pink, dearie, you'll want to look your best . . . all nice and cold . . . and . . . stiff . . . [He leaps and almost catches her, but Mom Manell appears on the scene.]

MRS. MANELL: Melvin, my boy!

MELVIN: Oh, why hello, Mom . . . I didn't hear you coming! [He gulps.]

MRS. MANELL [A pleasant looking middle-aged matron, is a nervous wreck. Her two children have unconsciously done much to bring about this condition. She worries and

*Holy Spirit Convent, Louisville, Ky.

frets about them and is always fearful they will not be a credit to her. Although the 13-year-old boy, and 16-year-old girl dearly love her—and each other—they seldom show it. This is Mom Manell's pet peeve: Melvin, have you cut the grass? *[She goes to table and puts the lamp straight.]*

MELVIN: Ah, Mom, it's too hot to cut grass . . . why I'm nearly dead.

MRS. MANELL: That's what I thought. Well, Donna and I are leaving for town. You'll be too tired to go out, so you can enjoy the cool comfort of the house and read your book.

MELVIN *[looking daggers at Donna]*: What about the ball game, Mom? Didn't you say you thought it would be a nice place to keep me out of mischief for the afternoon? *[Goes to Mom's side and pleads.]*

MRS. MANELL: Melvin Manell! You get into any mischief while we're gone and I'll tell your father when he returns from Chicago! He's due home in two days, you know. It would pay you to act like a gentleman until then. *[She points to sofa and Melvin obediently sits.]*

MELVIN: Ah, Mom, can't a fellow live like a human any more? What's a nice, little ball game got to offer except good, wholesome entertainment?

MRS. MANELL: I'll admit I did say to Mrs. Dodge that I thought the game would be about the best way to . . . *[stops short, and looks directly at Melvin]*: Say, Melvin, were you listening in on the extension telephone again?

MELVIN *[rising]*: Well . . . ah . . . not exactly, Mom . . . you see, I was . . . ah . . .

DONNA *[gets up from chair where she has rested after her narrow escape]*: Yes, Mother, and what's more, he used his contraption he made of Father's old radio, and transmitted your conversation over his broadcasting device . . . so . . . not only he, but all his gang were eavesdroppers!

MRS. MANELL *[very much disturbed]*: Well, that settles it, young man! You are going to stay home this afternoon. And what's more . . . as a sure way of keeping you occupied, I want this entire room cleaned . . . floor waxed, windows washed, rugs cleaned, and furniture dusted . . . as well as the lamps shined. If you get finished before we return, you may start on the grass!

MELVIN: Donna, you'll pay for this! *[His threat is really in earnest.]*

DONNA: Now listen, Mel. All I did was explain how you overheard Mother say . . .

MRS. MANELL: Come, Donna. We'd better get started. *[She picks up her hat and bag, goes to mirror and adjusts her clothes for the last time, then feeling a tinge of pity for Melvin, goes to him and pats his head lovingly.]* Melvin, I don't make demands without expecting them fulfilled. But, my dear, if you

get just this one room in order and the grass cut, I'll leave a dollar for you under the umbrella stand. Be sure to be home by 6:00. Dinner will be ready.

DONNA *[laughs over her shoulder at Melvin's dismal prospects]*: Mel . . . be sure to shake the pillows. I'll bet you a soda you don't get the job done satisfactorily. It'd take a half dozen experts to get it finished. Bye, bye, sweet! *[They leave.]*

MELVIN *[walks back and forth across the stage with hands in pockets. Picks up his book, looks at it and pitches it angrily at the sofa pillows. Finally he sits himself on the arm of a chair and thinks aloud]*: What a life! Mom and Sis walk out on poor, mistreated, unhappy me. All I get out of living is a headache. A guy ain't even sure of a ball game around this place. First I think it's all set . . . then I know it's all off. Humph . . . if this isn't the berries! *Me* clean the parlor! That's a girl's job . . . *[He picks up his book again and lies on sofa. He finishes his iced tea and empties the candy box.]* Well . . . what d'ya know! If this guy can do it . . . so can I! Yep! I'm going to that ball game . . . and honestly so . . . and I'm going to make Donna pay me that soda! Where's a mop? *[He collects the empty candy box and his tea glass, along with the book and leaves to get a mop. He reappears with the mop as the doorbell rings.]*

STRANGER *[steps inside the drapes of front hall as soon as Melvin lets him in]*: Good afternoon, young man, is your mother home?

MELVIN: How d'ya do? What's that you've got? It looks like a bargain.

STRANGER *[holding up the large suitcase in one hand and a big can in the other]*: That it is, my boy. I'm Mr. Oscar Goldwin, of the Elastic Wax Company, Incorporated. I'm touring this neighborhood with the object of acquainting the housewives with our superbrand of floor wax. It not only polishes, but it cleans and assures a beautiful finish with just one easy application. Would you be interested in seeing how it works?

MELVIN *[taking him by the arm and ushering him to center of stage]*: I certainly would! Come right in!

MR. GOLDWIN: Your mother would be delighted with our product. Get her to come and see its miraculous effects . . . she'll be delighted, I repeat.

MELVIN: Well . . . ah . . . you see . . . that is . . . my mother is out just now . . .

MR. GOLDWIN: Why, of course, my boy. Well I'll leave my card and return tomorrow. *[He starts to leave.]*

MELVIN: No you don't, Mr. Goldsmith . . . Mother might be gone longer then.

MR. GOLDWIN: Is that so? *[He suddenly shows concern.]*

MELVIN: You see, Mr. Goldfinch . . .

MR. GOLDWIN: Goldwin is the name.

MELVIN: Well, you see, Mr. Goldwin, if you'd show *me* how your wax works, I could tell Mother . . . and she'd believe me . . . then your company could open a branch house at the corner, for Mom would have everyone in the neighborhood interested.

MR. GOLDWIN: Is your mother as easily "caught" as all that?

MELVIN: Take it from me, Mister, your stuff is as good as on the floor. I mean, that is . . . I'd like to see it on the floor. How about it?

MR. GOLDWIN: Say look here, Son. Is this a gag? What d'ya take me for! A maid?

MELVIN: Do you really want to know, Mister?

Blessed Virgin. A rosary falls from her folded this interested in a demonstration.

MELVIN: Will you promise to demonstrate if I tell you? On your word of honor? *[He crosses his hand over his heart.]*

MR. GOLDWIN: Yes, yes . . . out with it . . . what's your story.

MELVIN: Well, my Mom says I've got to clean this whole darn room . . . and cut the grass, besides . . . before I can go to the ball game and see the Bugs and Termites play at 4:00. Now, look here, Mr. Gold . . .

MR. GOLDWIN: Goldwin.

MELVIN: Mr. Goldwin, you were a kid once, I bet. And you know how swell it is to see your favorite team play. Ah, heck, can't you understand? You weren't born yesterday, but it hasn't been too many years ago, has it?

MR. GOLDWIN: Boy, you are an honest kid. I like you. And I'll tell you what? We'll clean this room and get that grass cut together. Then, if you like, I'll get two tickets to that game and take you as my guest. How about it?

MELVIN: What a man! Say, Mr. Goldwin . . . that's a date! *[Then suddenly serious.]* But, hey, what about your job. Can you spare the time.

MR. GOLDWIN: I was doing "overtime" anyway. And I need a bit of relaxation. It'll be fun feeling like a kid again. *[He puts an arm on Melvin's shoulder.]* Where's an apron?

MELVIN: You get your suitcase open, and I'll get your apron. *[Leaves.]*

MR. GOLDWIN *[speaks to himself]*: She has quite a card for a son! Just like the old man.

MELVIN *[returning with a wax mop applicator and an apron]*: Here you are, Mister. Got your can ready? Say, what's in your suitcase? More stuff to sell?

MR. GOLDWIN: Ah . . . yes . . . more stuff. Now, you help me move the rugs. *[Proceeds to do so.]* We'll shove this furniture to the side. Then you use the dusting mop there in your hand and I'll follow behind you with the wax, how's that? *[He takes the wax applicator.]*

MELVIN [*delving into job with zest*]: No sooner said than done!

MR. GOLDWIN: Where did you say your mother was?

MELVIN: She went to town to get Donna, my sister, a dress. Girls are so much expense. If it's not a new dress, it's new shoes, new hats or new purses. We men wear the same couple of suits for months . . . but women . . . [*He stops short, as the doorbell rings.*]

MR. GOLDWIN [*a bit excited*]: You expecting someone?

MELVIN: Not to my knowledge. [*Goes to door.*] Why, good afternoon, lady.

SALES LADY [*coming into room*]: How do you do, my boy. Is your mother home?

MELVIN: No . . . she isn't, but can I deliver your message?

SALES LADY: I'm a saleslady from Glasstic Window Company. Do you think your mother would be interested in seeing the new liquid preparation we have for cleaning glass?

MELVIN: Would she? I don't know . . . but I'd surely be interested. Can you stay and show us how it works?

SALES LADY: Well . . . this is a bit out of the ordinary. We seldom demonstrate, but if you get me a rag, I'll use some of this sample bottle on one of your glass panes.

MELVIN: Boy, or boy! You're a Godsend! [*Leaves to obtain a clean rag.*]

MR. GOLDWIN: Lady, how much would you charge to wash the windows in this room?

SALES LADY: While, really . . . I'm an agent for the Glasstic Window . . .

MR. GOLDWIN: Yes, I know. But answer my question.

SALES LADY [*looking around at the windows*]: I'd charge a dollar, I guess. With this liquid preparation the work would be cut in half.

MR. GOLDWIN: O.K. Here's the money. [*Hands her bill.*] Now, don't tell the kid, but see how fast you can shine the glass.

MELVIN [*returning breathless and happy*]: Here, lady, now show your stuff. Say, Mr. Goldwin, guess what! [*Gets serious.*] You'll still get those tickets to the game, won't you, Sir? [*Gives rag to lady and she begins to work.*]

MR. GOLDWIN: Surely. What's up?

MELVIN: Well, Mom left me the money to pay my way. So just now, when I was getting this rag, I saw the gang out back. They want me to be at the game . . . so I stalls around a little and fuss about all the work I've got to do . . . and they said they'd take the yard off my hands for a soda apiece! That's costing me just 50 cents and I'll still be ahead.

MR. GOLDWIN: Did you say you've got a head? You can say that again! [*He and Melvin continue on the floor, moving furniture as it's needed.*]

SALES LADY [*works with energy at win-*

dows]: Boy, you'll tell your mother about this supercleaner liquid for glass, won't you?

MELVIN: Lady, with as clean as you're making them, she'll swear I broke out all the panes. Leave some of the sample here, and I'll 'fess up to her after Dad's gone away again.

MR. GOLDWIN: Isn't your father around? [*Stops to look at Melvin.*]

MELVIN: Sir, he's in and he's out. He's here and he's not. We never know about his work. Sometimes he goes out of town for just a day . . . then again he must stay away for three or four days. But he always gets home by Friday. [*Pulls a chair out of the way.*]

MR. GOLDWIN [*taking the hint and continuing with the waxing*]: What sort of work does he do?

MELVIN: He's a supervisor of District's Change Stores. Which means, in plain words, he's a guy everyone is glad to see go . . . that is, everyone except us here at home. And, with all the trouble I manage to get into, even I'm sort of glad at times.

SALES LADY [*calling over her shoulder to Melvin*]: Boy, this polish also is used for cleaning metals, such as brass, copper . . .

MELVIN: It is! Why lady . . . how did you know?

SALES LADY: Know what?

THE PEARL OF GREAT PRICE

When our Lord said to the people of Galilee, "Where your treasurehouse is, there your heart is too," it seems likely that He had in mind also those Christians of today who reveal the place of their heart by their attitude toward their membership in the Church. How often you hear religious discussions degenerate into a studied attempt to fit human acts into one of two categories: "That's a mortal sin, so you can't do it; that's not a mortal sin, so its all right."

The same frame of mind tends to look at the Church as a purveyor of onerous restrictions: "You must do this. You must not do that." Such a mentality betrays the place of its treasure-house. There is a deep attachment to all the things the world holds out as good, and a resentment of whatever interferes with the possession of them.

The notion of the Faith as a pearl of great price, a treasure hidden in a field, for which one gladly surrenders all else if necessary, is regarded (if thought of at all) as a kind of fairy-tale madness. The joy of knowing that one is a member of the company of the elect, purchased by the blood of Christ, destined here to share the work of redemption with Him, and hereafter to share the life of the Trinity; such joy is tasteless to a palate educated to easier pleasures. — St. Norbert Times

MR. GOLDWIN: He means, Lady, that he'd like you to try polishing some of the brass on these lamps in here. Would you consider it in the bargain?

SALES LADY [*smiling broadly*]: Certainly, Mister. Why, this cleaner is downright fun to use.

MELVIN [*has finished mopping, so begins to dust*]: I'm glad you're enjoying your demonstration . . . 'cause I sure am! [*Bell rings again and Melvin hops to the door.*] Welcome! Mister, wanta' come in? What 'cha got? [*Quietly Melvin talks at the door.*]

MR. GOLDWIN [*speaking to Saleslady*]: That kid's got more punch behind him than a champ!

SALES LADY: He certainly has! Wish my kids had his power for work?

MELVIN [*pulling the new guest into the room*]: Say . . . look a-here! This guy's got a machine that cleans rugs! What a break! What cleaner do you sell?

SALES LADY: I'm Mr. Goetz. I am representing Super Electric Sweepers. Is your mother in? [*He acts ill at ease.*]

MR. GOLDWIN and SALES LADY: No she isn't. . . . Make yourself at home.

MELVIN: Here are the rugs. You can take them outside on the porch. Here, I'll hook up the cord. [*He hands the rugs to the bewildered man and stoops to attach cord.*]

SALES LADY: Why re-ally . . . this is . . .

SALES LADY: Yes . . . we know . . . it's unusual . . . but so's the boy!

MR. GOLDWIN: Here, let me help you. [*He puts a bill in the man's hand while assisting him to the door.*] See that you do a good job.

[*Everyone on stage is working. Mr. Goldwin and Melvin have finished waxing and are dusting and rearranging the furniture. Saleslady has finished windows and is working on lamps. The noise of the lawn mower and electric sweeper comes from off stage. A loud knock at the back door interrupts the work.*]

MELVIN: That's the gang. Here, Mr. Goldwin, take my rag. I've got to pay them. [*He goes to front hall and returns with a dollar.*] Say, has anyone got change for a buck?

MR. GOLDWIN: Yes . . . [*reaches in pocket*]. Here you are. [*Gives him change in dimes.*]

MELVIN: Thanks, friend! Now to pay my debts. [*Leaves room.*]

MR. GOLDWIN: I wonder if that boy knows what debts actually are!

SALES LADY: He's got an honest face . . . anyway.

MELVIN [*returning immediately*]: Hey, Mr. Goldwin . . . how are we going to get to the ball game? Ride or walk?

MR. GOLDWIN: I have my car, why?

MELVIN: Well, will you consider letting five of my pals come along?

MR. GOLDWIN: Sure, the more the merrier . . . they say.

MELVIN: Thanks, friend! [*Leaves again.*]

SALESLADY: What's he to you, Mister? [*Still polishing lamps.*]

MR. GOLDWIN: Why? What do you mean?

SALESLADY: You seem so fatherly . . . and all that. I just wondered . . .

SALESMAN [*coming in the front door*]: Here you are, Sir. These rugs are ready for use. [*The Electric Sweeper is tucked under his arm and the rugs are suspended in the air for observation.*]

MR. GOLDWIN: Why, man, you've done a splendid job. Just put them here [*he gestures to the spot before the divan*] and one here [*points to the space before the mirror*] and the third one . . . let's see . . . well, put it over there by the lamp.

SALESMAN [*replacing the rugs*]: These are mighty good rugs. Their color is so rich. I bet you paid a pretty price for them. But they show you have good taste.

MR. GOLDWIN: They're not my choice, thank you. This isn't my house. It's . . .

MELVIN [*dashing back into the room*]: O.K. That's settled. The gang is going to the drugstore for the sodas and will be back for the ride to the game in a jiff.

SALESLADY [*swinging the rag around her bottle*]: Boy, your carpets are done already and I've got the windows cleaned and the lamps finished. Anything else?

MR. GOLDWIN: No . . . that's all. Ah . . . isn't it, Melvin?

MELVIN: Yep! The room looks splendid! [*Turning sharply to Mr. Goldwin.*] Hey, Mr. Goldwin, how'd you guess my name?

MR. GOLDWIN: Ah . . . why it was simple. Your gang made such a fuss over you I couldn't help but hear it.

SALESMAN: Then I'll be on my way. Thanks a lot, Sir. [*Bows to Mr. Goldwin.*] Sonny [*turning to Melvin*] you'll be sure to tell your mother about our Super Sweeper, won't you?

SALESLADY: Here are your rags, Boy. I'll be going too. There are two more blocks I've got to cover before I can say it's a day. [*She winks at Mr. Goldwin and then salutes to Melvin.*] Don't forget to mention my company's polish . . . The Glasstic New Modern Preparation of Liquid Window Wash.

MELVIN [*ushering both Salesman and the Saleslady to door*]: Sure . . . I'll see to it that Mom buys a bottle, if I have to drink it to prove it's good! [*Then turning to the Salesman.*] And . . . Mr. . . . what did you say your name was?

SALESMAN: Mr. Goetz. I'm representing the Super Sweeper. Here's my card. Have your mother call at the office if she's interested.

MELVIN: Why, I certainly will. By the way, couldn't I tempt you with a cool drink before you go. You two have worked mighty hard.

SALESMAN: Don't mention it. Thanks just the same. But I must be on my way. A busy



— Erika Eid

day, you know. [*He unhooks cord, gets hat and exits.*]

SALESLADY: Boy, that's ditto for me, too. Bye. [*She leaves.*]

MR. GOLDWIN: Well, my lad, the place looks super . . . if we do say so ourselves. [*Looks at watch.*] Say, it's nearly time for the game. Where's my hat?

MELVIN [*going to rack*]: Here it is. I'll carry your bag out to your car for you. [*He starts to lift the suitcase.*]

MR. GOLDWIN: The thing's mighty heavy. Suppose we leave it here behind the sofa. Your mother won't see it there, and we'll have more room for all the passengers. . . . O.K.?

MELVIN: My, you're keen! [*He shoves the suitcase behind sofa.*] I hear the gang outside already. [*Goes to window and calls to them while Mr. Goldwin finds a piece of paper in his pocket and begins to write a note.*] Hey . . . you guys, wait out in front . . . we'll be right with you! [*Turning around . . . he sees Mr. Goldwin writing the note.*] They're ready. . . . What's that you're doing? Forget something?

MR. GOLDWIN: No, Melvin, I just want to leave a little note telling your mother you are in good company . . . and that we'll be back after the game. [*He leaves the note on table and picks up his hat.*]

MELVIN: Thanks . . . you think of every-

thing! What a day . . . and man! What a game we're going to see . . . the Bugs versus the Termites! Come along! [*Both leave by front door and sound effects are heard as boys and car pull away.*]

[*After the noise dies away and a minute or so passes, the lights are dimmed to indicate the time is later . . . then the key is heard in the front door and Mrs. Manell and Donna enter.*]

MRS. MANELL [*gasping in surprise*]: Well, what do you know. That boy can do something besides read books and climb trees. Just look at this room! [*She examines the lamps, sees the windows, and inspects the floor.*]

DONNA: Sure . . . he can do something if he knows he'll get what he wants. Wish you could influence him to do dishes, for a change. [*Places her box on sofa.*]

MRS. MANELL: Now, Donna, that isn't kind! Melvin works hard. . . .

DONNA: If, and when, he works! Hey . . . look here . . . what's this? [*She picks up note on table.*]

MRS. MANELL [*taking off hat at mirror and arranging her hair*]: What is it? [*Turns around.*] A note? The dear boy . . . read it to me.

DONNA: It's a note all right, but it's not from Melvin . . . 'cause I can read the writing. [*She tears open the envelope.*]

MRS. MANELL: Not from Melvin? Why, who could have written it, then? Hurry, Donna, read it!

DONNA: Let's see . . . it says . . .

Dear Sis,

Surprise! I drove from Washington and have already made friends with little Melvin . . . now a full grown boy. He is on his first blind date at the ball game with me. See you at dinner. . . . Have plenty to eat. . . . I'm starved!

Love,
Jack

MRS. MANELL [*greatly surprised*]: No! Not that full-of-devilment Jack! Oh, this is wonderful! [*She hugs Donna.*] Honey, I can't believe it! [*Holding Donna at arm's length.*] Darling, your Uncle Jack has been tied down to business for ten years, but we'll make up for lost time. . . .

DONNA: Isn't he your brother who's always playing jokes?

MRS. MANELL: He's the one! Every inch of him!

DONNA: What's this about a "blind date"? What does he mean?

MRS. MANELL: Oh, nobody knows! Jack never talks sense. . . . [*Laughing as she picks up her hat and Donna's box and prepares to leave.*] Oh, Donna, I'm so glad I had Melvin clean the parlor. At least one room is in tiptop shape. Come, let's fix dinner. [*Exeunt.*]

Practical Aids for the Teacher

The Bensons: A Writing Family

Sister M. Joan, O.S.F.*

The question "Why have we so few fine American Catholic writers?" has been answered variously. The large number of pupils in high school and college classes has often prevented teachers from recognizing and encouraging those who show a love for and a certain skill in writing. In many homes also children have not been reading really good books, which might nourish in them a desire to produce something from their own experience worth publishing. To create such a desire both parents and teachers could encourage their children or pupils to read autobiographies and biographies of men and women writers. The biography of a writing family would be still more interesting. Such a family were the Bensons and such a biography is *Our Family Affairs* by E. F. Benson, who also wrote a whole series of memoirs, some of which are rather a commentary on the events and customs of his time than on his family. His last work, *The Final Edition*, was published in 1940, the year of his death.

The Family

I want to introduce you to this remarkable family, all the members of which were writers at least in some degree, and several of whom have produced books, which, I hope, have done more than take up space and gather dust on library shelves.

The family consisted of the father and mother, six children (Martin, Arthur, Nellie, Maggie, Fred, and Hugh), and Beth, the nurse, who had been with the Bensons from her fifteenth year and remained with them until her death at the age of 93. E. F. Benson says that his earliest recollection of his father, an Anglican clergyman, then headmaster at Wellington College, was of someone not at all awe inspiring, sweeping by in an academic cap and gown. His first view of his mother from the nursery window filled him with admiration at her skill and energy. With her foot on a croquet ball, she was sending that of her opponent into a flowerbed. Later he and all the other children came to realize that their mother gave her whole heart to her children and her friends. He says, "In her heart she had a 'best room' for each."

The nursery at Wellington was definitely a

family affair. The walls were adorned with pictures which the children cut out on rainy days under the supervision of their father. The latter, clad in a dressing gown to save his clothes from splashes of paste and with the help of a ladder to reach the otherwise inaccessible spots, fastened these cutouts to the walls until there were no empty space.

When the father was appointed Chancellor of Lincoln in 1873, the family moved into a fifteenth-century house which provided much scope for the children's imagination with its dim attics and winding stairs. It was an ideal place for games of hide-and-seek with its endless dark places for the concealment of hidings and its endless routes of travel for the seekers. This castle-like home also contained a tower which was reached by twenty stone steps. This presented an opportunity for a game called "Sieges" invented by the Benson children. One of them, who represented the lord of the castle, occupied the tower and had to defend himself against the besiegers who came up the stairs from below. The only violence forbidden was kicking. That any of them escaped death when they were thrown down the stairs or rolled down from the impact of the defense was miraculous.

Strenuous Sunday

To the children Sunday was the most strenuous day of the week. Before breakfast there was a hymn and Sunday prayers in the chapel. At 10:30 there was service in the Cathedral. In the afternoon there was a family walk and services again. In the evening came reading of Sunday books or the Bible, during which sometimes in desperation the members of the group drew rather unflattering sketches of each other. As no recreation was permitted, the children were exhausted when bedtime arrived.

When their father accepted the bishopric of Truro in Cornwall, the children were happy not so much because of the dignity bestowed on him but rather on account of their expectation of adventure in new surroundings. As the place provided spacious grounds, their father offered a prize to the younger members of the family to encourage their search for botanical specimens, which were to be mounted, pressed, and labeled with the English

and the Latin name if possible. Thus the appetite of collectors was developed as well as an interest in words.

The Saturday Magazine

During the holidays, the family at intervals published a so-called *Saturday Magazine*, which might appear on Tuesday or any other day of the week. The rule was that each member of the family must contribute at least four pages of prose or one page of verse. Everyone was so fond of writing that a maximum restriction might have proved more practical. The contents of the magazine, because the choice of subject was left entirely to the author, was far from monotonous. Arthur might produce an essay in the style of Addison describing how he threw a cake of yellow soap at a serenading cat; Nellie would contribute an imaginary interview with the Scotch coachman on sore backs; Maggie gave a dialogue between two guinea pigs she had reared; Fred wrote a poem on the devil, which he was sure had solved the problem of evil; Hugh, who being youngest, was left off with two pages of prose, produced adventures so bloody and fantastic that the listeners rocked with laughter. Even father and mother contributed, but Fred says they often had to help their mother meet the deadline, for household duties always came first with her. The completed magazine was read to the assembled family amid roars of laughter.

During one summer holiday, the entire family made an expedition to Switzerland. Their baggage must have been frightening. Their father took with him a heavy box of books and manuscript on *The Life of St. Cyprian*, which he was writing at the time; there were several copies of Shakespeare and Dickens for general reading, and, in addition, books for the personal use of each member of the party. Then there were cool clothes and warm clothes, a medicine chest, apparatus for botany, climbing, and entomology, and other necessities for a vacation in the mountains. During the stay in Switzerland the days were devoted to mountain climbing and the evenings to reading and study.

The appointment of their father to the archbishopric of Westminster was hailed with gladness rather in anticipation of more spacious and splendid surroundings than of the social prestige coming to the family. This added many duties to their mother, for she did not shirk the duty of hostess, but used all her charm to make her guests feel thoroughly at home. Although she was often extremely busy, she always found time to listen to and to advise her children in the problems they brought to her.

*The Cardinal Stritch College, Milwaukee 7, Wis.

Family Spirit

It is amazing how tolerant the family were to each other. Their attitude toward Hugh, who joined the Catholic Church, is well expressed by E. F. Benson in *Our Family Affairs* when he says: "No one ever questioned that his joining the Roman communion and taking orders there was anything but an irresistible conviction with him." Hugh took this important step after the death of his father, who as E. F. Benson says, might not have been able to accept this as well as did the other members of his family. After Hugh's reception into the Catholic Church, he went to Rome where he spent several months. Before he left, he was ordained priest. In a private audience with Pope Pius X he obtained permission to say Mass in his mother's home. But the Pope added, "You must get your mother's leave, too." His mother allowed him to arrange at the top of the house a small room which had formerly been intended as a Protestant chapel. He brightened it up with colored prints and statues of the Blessed Virgin and the saints. Hugh's talents did not fit him for the duties of a parish priest and he was, therefore, permitted to serve the Church by preaching and writing.

Their Books

Is it strange that from a family trained to strengthen their minds by good reading, discussion, and argument, and to put their thoughts on paper, there should emerge contributors to periodicals and authors of books? Nellie Benson, before she was twenty, published an article on Crabbe in *Temple Bar*; Arthur, a year or two older, had written his first book, *Arthur Hamilton*, in the form of an imaginary memoir; Maggie and Fred were working jointly at a story, which doubtless contained the germ of E. F. Benson's first novel *Dodo*, having as its chief character a charming, but heartless woman. *Dodo* was stored in a drawer, while Fred devoted himself to archaeology, but was resurrected later and sent in turn to Henry James and Lucas Malet for criticism. The manuscript was returned with criticisms and finally published in 1893. It went through six editions, not so much because of its great merit, as E. F. Benson himself says, but because the author, who was the son of the Archbishop of Westminster, had dared to write a book whose characters seemed to point to definite persons in the contemporary scene. A second novel *The Rubicon* was published soon after, but proved a failure. This, however, did not stop the writing of E. F. Benson. During the '90's and early 1900's he wrote a great deal of light fiction, some of which was suave satire. To the latter class belongs his series of four short novels called *Old London*, which satirizes in a quietly humorous manner the Victorian hor-



The Benson Brothers. Left to right: Arthur Christopher Benson; Msgr. Robert Hugh Benson; and E. F. Benson.

ror of a woman earning her living, the unwanted spinster, the Edwardian nobleman, and the new rich. His published work amounts to about eighty volumes.

Arthur and Hugh also strove for authorship. It was as an essayist and a writer of meditative prose that Arthur became known. His essays are not personal or familiar, but they have the tone of a pleasant conversation in a library. For the *English Men of Letters* series he wrote biographies of Fitzgerald, Dante Gabriel Rossetti, and Walter Pater. In all he produced about 100 volumes, some of them popular especially in America.

The Catholic Novelist

Hugh wrote most of his work for publication after he joined the Catholic Church. His novels and poems show his enthusiasm and admiration for his newly found faith and kindle in the heart of the receptive reader an

appreciation of things Catholic. His portrayal of the average person seeking the truth in his *Average Man*, his warning of the dangers of spiritism in *The Necromancers*, his admiration for Elizabethan Catholics in times of persecution in *Come Rack Come Rope*, his story of the dissolution of English monasteries in *The King's Achievement*, his insight into the sufferings of Mary Tudor in *The Queen's Tragedy*, his narrative of *Richard Raynal*, solitary and mystic, may well have inspired Catholic readers with a deeper love for their faith.

In these days of universal education and mechanical efficiency, surely there should be at least some Catholic families of sufficient leisure and intelligence, who, like the Bensons, might contribute a number of skillful and sincere writers of fine Catholic literature. The subject matter is vast and the opportunity always at hand. Where is the skill and the energy?

Eighty-One Parts of Speech

Rev. Paul R. Milde, O.S.B.*

Now don't get excited! That's only a temporary theoretical limit. You may want to expand that number some day. On the way up, if he gets any grammar at all, little Louie is taught the parts of speech—directly, obliquely, somehow. Naturally (or perforce), the examples are so controlled that there are no difficulties: *house* is a noun, *goes* is a verb, *hot* is an adjective, and so forth.

The static function of words, to convey meaning (and meaning in the threefold completeness of the definition, giving genus, species, and difference) had been "caught" before that. Louie had learned consciously, for example, the difference between *up* and *down*; more or less consciously he had gathered them with his other direction words; and in a very shadowy way he had grouped these with similar ideas that we call adverbs. This last generic idea has come from his experience of the dynamic function of words as used in sentences. But the sentences the school assigned for study were so composed that nouns were almost always used as nouns, adjectives as adjectives, and so forth. There has been no formal consideration of "functional shift."

Louie's Problem

Then, somewhere along the line, Louie meets a "functional" teacher who asks him what part of speech he would call *houses* in the sentence, "This building houses three families." Now, calling a spade a spade, he blurts right out: "It's a noun." Teacher smiles gently and rules: "When you find a word used as a verb, you must call it a verb." Of course, as Myers tells us (*American English*, Prentice-Hall, 1952, p. 45): "Some grammars now sweepingly teach that 'the part of speech to which a word belongs is determined by its use in the sentence.'"¹ Perhaps Louie's class is using one of these grammars. Now, he, like most modern children (and I mean this very literally), is very sophisticated in terminology. He smells a rat.

It is a very dead rat. Louie couldn't possibly put his finger on a *reason* for his reaction. But he has never been asked to accept such logic as that. When he saw his dad pick up a wrench because the hammer was presently out of sight,

Dad didn't insist "I am using this as a hammer, so we must call it a hammer." On another occasion, when Louie saw a farmer plowing with, of all things, a *cow*, he had exclaimed: "O Dad, look at the cow!" But Dad didn't answer, "No, Louie, that's a mule. Mr. Acres' mule is sick. But since that animal is *being used* as a mule, we must call it a mule." The lack of such incidents has become part of Louie's common sense. So, when teacher goes on in other sentences to insist that *trees* is a verb, *horse* is an adjective, *excepting* is a preposition, *running* is a noun, *but* is an adverb, etc., Louie listens politely. But he knows there's something rotten in Denmark. This is mayhem to his common sense, and he says softly to himself, "Grammar stinks!" And he writes it off.

Now, Louie, as I have said, is a sophisticate. He has learned much from what has *not* happened. But in a positive way he has also had much training in classification. He would soon quit studying motorcars, airplanes, stamps, etc., if the moguls of industry or hobby insisted that he classify his items by a single set of one-word terms. It isn't that he hasn't intellect enough to learn to use eight or ten names of parts of speech, it is that he has *common sense* to know he needs many times that number—or something.

Mr. Myers tells us, p. 45: "The chief reason for this apparently hopeless disagreement (about the number and names of the parts of speech) and all the trouble it has caused, is a basic confusion between classification by *form* and classification by *function*. Of course, both kinds of classification are perfectly legitimate, but it does not help to mix them." This is the nub of the matter. If *mix* here means to *combine*, we do not agree; if it means to *confuse*, to use *contradictorily*, we can agree with Mr. Myers vigorously.

How About the Grammar?

The problem has a history. The pressure upon our vocabulary is increasing almost geometrically; speeches, conversations, writers, and writings multiply. All strive for newness, freshness, difference. Acceptable new words are born so infrequently that the pressure constantly bends old words to new uses. In grammar, usage expanded, but terminology did not. To quote Mr. Myers again, p. 83: "The general tendency is to use any word in any way that is convenient and makes sense, without regard to its formal classification."

Now this brings us back to our title. If we

say there are nine basic parts of speech, and that each may be used for any other, then $9 \times 9 = 81$. *Voila!* Of course, all these uses have not come to pass. We don't expect all of them, but one could easily jot down sensible examples of 40 to 50 of them from the English of our day.

We have seen some attempts in the past to combine the static classifications with the dynamic meanings or functions. Pronominal adjective, adverbial noun, verbal noun, participial adjective, adverbial objective, adjective pronoun, are some of them. The greatest trouble with these is that the classification *system* is not uniform, and is, in fact, very often *contradictory*. It is almost as if Mr. English Grammar had yoked two oxen to his plow, and the whole mess had gone round and round in a circle for years, getting nowhere, with nobody discovering that the two docile beasts were yoked facing in opposite directions!

Let us take two of the most common combination or binomial terms: If *home* in "I went home," is to be called an *adverbial noun*, we cannot logically (according to any *system* of classification) call *swim* in "I want to swim," a *verbal noun*. Logically, if a noun(some)-used-as-an-adverb is to be styled an adverbial noun (naming function *first* and basic part of speech *last*), then logic and system demand that a verb(some)-used-as-a-noun be called a *nounal verb*, and not a verbal noun. When we restrict the use of the termination "-al" to a *technical* use in grammar to mean "*here-used-as-a*," we should hold to that technical limitation and allow the general and popular other meanings of "-al" to be *mixed* into our system of classification.² Similarly in "I like *fishing*," the participle-used-as-a-noun logically should be called a "nounal participle."³

Louie's Logic

The adoption of this technical restriction clears up things for little Louie. It helps him to apply his logic (and don't fancy he hasn't any!). When the controlled use of the parts of speech ceases, and he moves into the upper realm of the Eighty-One Parts of Speech, it helps him to take the step *easily*. Ask him: "When Mr. Acres' cow takes the place of a mule, should we call the animal a *muling-cow* or a *cowing-mule*?" Dollars to doughnuts that he and all of his confreres will choose the former term. So let's base it on Louie's logic.

All this seems too simple to need explanation.

¹The same confusing "system" designates phrases and clauses also. An adverbial phrase or clause is defined as one *used as an adverb*. What then is a child to make of "prepositional phrase" or "prepositional clause"?

²Goold Brown and Kirkham, who successfully took over the field from Lindley Murray about 1825, list the participle as a part of speech. Much has been written about our verb forms as found in Anglo-Saxon and in Old English, but this information does not seem to be particularly helpful in teaching children. Evolutionists do not insist on calling modern animals by the names of the prehistoric fish from which they say the animals evolved.

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³This isn't very new. *English Grammar*, Samuel Kirkham, 11th ed., 1829, declares, p. 29: "The same word becomes different parts of speech"; and *Progressive English Grammar*, William Swinton, 1872, p. 9, says: "Any word used as a noun is a noun." However, both of these platform planks give way when the authors treat of parsing.

tion. But once it is pointed out to them, children (ninth graders and up in my experience) can see the discrepancy in terming any word a *verbal noun* except a *noun* used as a *verb* — as *head* in "They head for home," or *houses* in "This building houses three families."

After learning to analyze sentences by question-analysis (see CATHOLIC SCHOOL JOURNAL, April, 1953, pages 130-131) the question words for the adjective ideas (which? what-kind-of? whose? how?) are presented and exercises on mixed lists of nouns, pronouns, adjectives, and adverbs are worked on until there is some facility in determining that a noun or pronoun idea is an answer to *Who* or *What?*, and so on. Then the teacher presents the theory of the two-named parts of speech, using some of the materials and ideas given above. Its one simple rule is easily learned:

Rule: When a word that is usually one part of speech is *used* as another, give the word a two-part-name, the *first* word of which shall name its *use*, and shall end in "-al."

A chart is hung up showing the names of nine parts of speech in alphabetical order: (1) adjective, (2) adverb, (3) co-ordinating conjunction, (4) noun, (5) participle, (6) preposition, (7) pronoun, (8) finite verb, (9) inter-

jection. A study of the principal parts of the verb is made, showing how the participles are derived. Justification for making the participle a part of speech is made thus: If we can have a different part of speech, the adverb, by adding "-ly" to an adjective, why can't we have a different part of speech, the participle, by adding "-ing" or "-ed" to a verb? Honestly from honest; therefore, calling or called from call.

As an introduction to diagramming, copies of long sentences with accompanying blank diagram are given out. Analyze, put the words on diagram, use the chart to number the words as parts of speech, are three requirements. Then, on every test throughout the year it is required: to name the principal parts of the verb (infinitive, past, imperfect participle, perfect participle); to write these parts of a given verb; to write the binomial or "two-term" names represented by chart numbers 14, 56, 41, etc. (adjectival noun; participial preposition, nounal adjective). Once or twice a week a minute or two is taken to keep these ideas brushed up. It is surprising how many of the contradictions and controversies yield to this extended classification, how easy it is to teach it, to understand it, and to put it into use.

MAY BASKETS FOR MARY

*Sister M. Maidene, S.S.N.D.**

Every year, when I was a child, along about the middle of April at the first sure sign of spring my sisters and I began making May baskets. We took strawberry baskets, covered them with crepe paper, and then tied handles on them from one corner to the opposite. Strawberry baskets were cheap and plentiful then. Later we learned to prefer boxes. We covered the box with crepe paper (light pink or blue or white). First we covered the bottom of the box by putting over it a piece sufficiently large to come up over the sides where we pasted it in place. Around the center of the sides we put a strip of paste, then we took a long piece of crepe paper a little wider than the width of the box and ruffled it in folds by pressing it on to the box against the paste. When the pasted part had dried, a narrow ribbon of another color paper was put around the box and tied in a bow on one side. The handle we made of a paper ribbon of the two colors put together and pasted to the basket on opposite sides.

A Joyful Mission

The last day of April having arrived, all was in readiness. May baskets were made, May flowers were in bloom, and with the

*Our Lady of Perpetual Help Academy, Tampa, Fla.

help of many little hands enough of those delicate spring beauties were gathered to fill all the baskets.

Early on the morning of May first we would tiptoe out of the house before the rest of the family was up, taking our freshly filled flower baskets with us. What great delight we experienced in leaving a basket on the front porch of a sick neighbor, or in hanging it by the handle on the doorknob where "the little old lady lived all alone"! The part that seemed the most fun to us was trying always to approach and to leave the neighbor's house without being discovered.

Even after we grew up and left our old home and went to live in a city miles away,



I carried the loved custom of making May baskets along with me. Baskets and deliveries may have been fewer then but they were made with the same old joyfulness. One spring after having made a number of acquaintances at the convent I decided to please a certain Sister by taking her a May basket. For her I made the biggest and most beautiful one I had ever made, and I filled it with big blue violets and dainty pink-and-white May flowers. She was, of course, surprised and pleased with the gift, but not a bit more so than was I — when taking it from me she said, "I am going to give it to the Blessed Mother. Would you like to come with me to the chapel?" Walking on air, I followed Sister down the corridor, my head in the clouds. What did this Sister mean — she would give the basket of flowers to the Blessed Mother? Could this little gift I had made for her be presented to the Mother of God and be accepted? And how? I wondered. Not until we reached the chapel and I saw Sister place the basket before the statue of the Blessed Virgin did I begin to understand what she meant. A wave of joy swept over me, but it was a little more than I could all at once comprehend (for I was not a Catholic — then). Naturally this incident made an indelible impression upon me. May has always meant May baskets, but thereafter May baskets meant "made for Mary."

When teaching became my profession, every year as spring approached my pupils made May baskets. When it was convenient I took my class to the woods on the afternoon of the last day of April and picked flowers for our baskets. The trip to the woods afforded a great deal of pleasure and a grand opportunity for nature study, as well. How happy the children went home, carrying their baskets of flowers and having in mind, all the while, to whom they would give each one!

A Mary Mission

Later, as a lay teacher in a Catholic school, I was able to use the "May baskets for Mary" idea with my fifth- and sixth-grade class and the idea was carried out zealously. We had made about fifty blue-and-white baskets. For each basket we provided a Blessed Mother medal and a holy card — a picture of Mary. On the back of the holy card the children carefully wrote or printed the "Hail Mary." The medal and holy picture were then gently placed in the basket with the flowers. Our school was in close proximity to the city hospital, so with permission from the hospital authorities, the children in groups of two or three carried their "Mary gifts" to those whom they were permitted to see. They were gone but a short time when they returned to the classroom, wide-eyed and full of exclamations. "We have to have more — more! There are so many people we want to take them to — I



A Scene from a Mary Festival planned by Sister Maidene.

want to go right back to the children's ward; one little boy I saw looked so sad. . . ." Still chattering excitedly, the sixth graders were off again on their mission of joy.

So touched with pity for the sufferers they saw and so brimful of stories were the children after their "Mary mission" was over, each child was given an opportunity to write of his experience—and he was eager to do so. The stories they produced retold not only interesting and unusual facts, but also their own soul-stirred reactions to all they had observed.

One girl had visited a woman who was supposed to be a Catholic, but she had not, for years—she admitted—lived like one. The sight of this friendly child bringing her flowers and a Mary medal and prayer brought tears into her eyes and a ray of sunshine into her dark life.

Another patient had never known the Hail Mary so her flower-girl visitor read the prayer to her from the back of the holy card, and in a charming manner, told her to say the prayer often and to place all her confidence in the Holy Mother of God. Writing of this experience was as easy as telling the story for the child and she was eager to relate it. She felt that she had something really worth while to write about.

A Project

Perhaps your pupils take part in a May festival or in a procession with the final ceremony of crowning the statue of the Blessed Virgin. The following exercise is adaptable for use either in school or church. We have found it appropriately carried out in both places.

A girl is dressed to represent a statue of the Blessed Virgin. A rosary falls from her folded hands. She stands on an elevation (a strong box, table, or small step ladder disguised by leafy branches). A group of girls dressed in dainty pastels and holding baskets of flowers stands on either side of her.

If the exercise is to be given in church, a

real statue of the Blessed Mother may be used and the words spoken in verse by Mary are spoken by a girl who stands hidden near the statue. After the girls with their May baskets have recited the poem, as a verse choir, in parts and in unison, the May hymn "Mary, We Crown Thee With Blossoms Today" is sung and at the chorus, the girls either singly or in pairs, lay their May baskets at the foot of the statue, then retire to their places or leave the scene altogether as they finish singing the hymn. We suggest suitable motions that may be used at certain lines of the poem.

ALL [hold up baskets with both hands]:
Lovely Lady, Queen of Heaven
We greet you on this day.
Sweetest blossoms we have gathered
To crown you "Queen of May."

Lovely Lady, Queen of Heaven,
Our lips your praises sing.
Never was there maiden fairer,
We greet you, "Queen of Spring."

GROUP ONE [hold up baskets left hand; right hand on heart]:
Mary, Mother, here are baskets
Filled with fairest flowers.
We would have you take them, Mother,
With these happy hearts of ours.

GROUP TWO [left hand point to basket]:
We would have you take them, Mother,
We made them just for you.
That is why we chose your colors
See—your favorites—white and blue.

ALL:
Mother, tell us—for we've wondered—
What is there that we can do—
That would make you very happy
Something—especially for you?

MARY [extends hands toward children]:
"You, dear children, are my chosen,
Come with gifts to tribute pay—
So of each I ask a favor
Speed your steps this very day."

[Points toward audience. Looks and points toward heaven, then folds hands]:
Go now, on errands of mercy

A MOTHER'S DAY WISH

Sister M. Paulette, V.S.C.

[To be taught with corresponding actions—to the six-year-old.]

If I were a wee little angel—

I'd pray like the angels pray,

I'd rest my head on the heart of God,

And this is what I would say:

Bless my mother, dearest Jesus,

Make her ever so grand—so kind
and true.

Then she will be most like to Mary

Who was a wonderful Mother to You!

Pantomime

"I"—*Point to self.*

"like angels do"—*Crisscross hands over heart.*

"rest my head"—*Go to sleep motion.*

"bless"—*Make Sign of Cross in air.*

"make her"—*Fold hands as when praying.*

"to Mary"—*Point hand heavenward.*

Distribute these fair gifts of love.
Spread far and wide cheer and sunshine,
That speak of the good God above.

For many there are now in darkness
And lying on still beds of pain.
A visit to them will bring gladness
And give them new courage again.

[Points to herself]:
Go to the sick and the aged
And speak of the love of my Son
Tell them—I am their Mother—
Mary, the Immaculate One.

[Holds rosary out to children]:
Teach them to say the 'Hail Mary'
For many have not learned to pray.
Tell them how much God will bless them
For praying my loved Rosary.

[Motions to bring to her]:
Store up a treasure for heaven,
Make good use of life's precious hours,
Bring to me souls, my dear children,
For they are earth's fairest flowers."

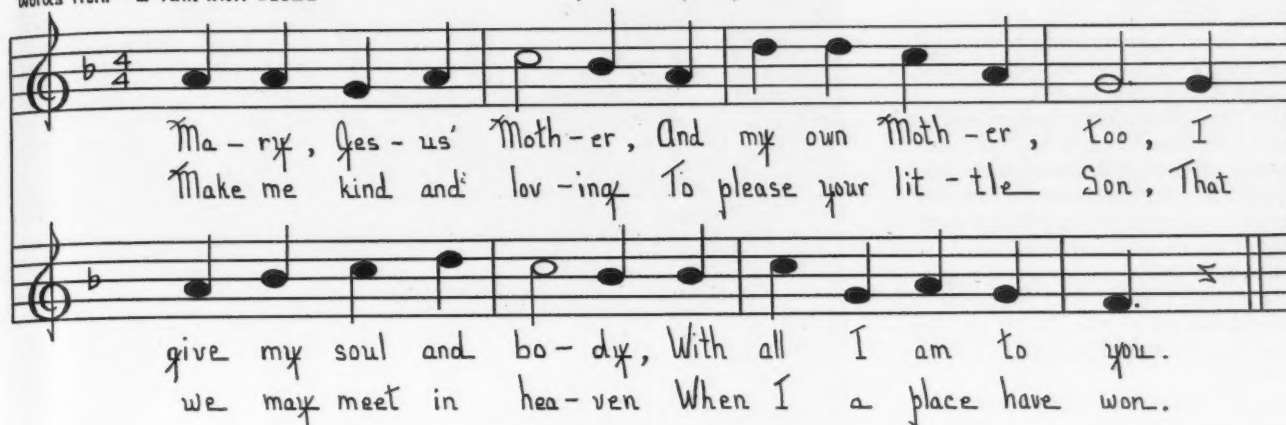
ALL [reach out hand toward Mary]:
Mother of God, do not leave us—
We love you with all our heart,
We promise to be ever faithful
Stay with us and never depart.

ALL [folds hands as in prayer]:
We love you, O Mother of Fair Love,
We beg you for us to pray,
We give you our hearts—and we crown you,
Blessed Virgin, "Queen of the May."

Words from - I Talk With Jesus

To Mary's Keeping

S.M.L.O.P.



A Hymn for Young Children by Sister M. Limana, O.P.

MORE THAN ROSES: A Mother's Day Dialogue

Esther Miller Payler

[This conversation between a brother and a sister takes place in the living room. There is a calendar on the wall.]

SCENE ONE

BOY: Got enough money to go to camp?
GIRL: Almost. A few more baby-sitting or washing-dishes jobs, and I'll have plenty.
BOY: Two more weeks on the paper route and I'll have enough for two weeks at camp. Then I'll have to earn spending money.

GIRL [looks at calendar, looking surprised]: I forgot, and you did too!

BOY: What do you mean and why are you staring at that calendar? [He looks too.]

GIRL: Sunday's Mother's Day!

BOY [groans]: We have to buy a present for Mother.

GIRL: We want to!

BOY: Of course. I want to buy a present for Mother, too, after how kind she is to us. I didn't mean it like it sounded. It does come at a time when we need money for ourselves.

GIRL: Sure. What shall we buy?

BOY: Something she really wants. [They sit thoughtfully quiet.]

GIRL [standing up]: I know what she wants! They'll cost though!

BOY: We'll have to work harder. I wouldn't want to miss camp after saving all year, but I do want a really nice present.

GIRL: Mother's done without lots of things

she wanted for us, so we can do the same.

BOY: She wouldn't want us to though. What's the gift you thought of?

GIRL: I heard her say the other day, if she could spare the money, she wanted two red roses for her garden to replace the ones which froze last winter.

BOY: Let's go now to Baker's greenhouse.

GIRL: O. K. [They walk off stage.]

SCENE TWO

[Stage same as for scene one. Brother and sister come in talking and sit down.]

GIRL: We were lucky!

BOY: Yes Siree! If we'd been selfish and gotten a small present for Mother's Day, we wouldn't have been.

GIRL: Mother always says "Do your best" and she's right again.

BOY: If we hadn't gone to order the roses, decided to buy the nicest ones, and gone out in the field with Mr. Baker, he wouldn't have told us about needing someone to dig bushes and someone to help in his store.

GIRL: I was tempted to take the second best roses, and save the difference toward camp.

BOY: So was I.

GIRL: We'll have enough to pay for the roses and another week of camp for ourselves. You will have a good job evenings and Saturdays during the rush season, digging

bushes for the greenhouse sales. I'm going to love helping in the store.

BOY: Sh... I hear Mother coming!

GIRL: I can hardly wait until Mother's Day! Giving a present is more exciting than getting one!

I DIDN'T KNOW: A Father's Day Dialogue for Two Boys

Esther Miller Payler

1ST BOY: My father went to the hospital last week.

2ND BOY: Is he coming home soon?

1ST BOY: Yes, but he won't be able to work for several weeks more.

2ND BOY: I bet when your father left, you thought your mother wouldn't be as stern as your dad, and you could do more as you pleased?

1ST BOY: I did think that for a little, but Dad talked to me alone before he left and made me feel solemn and grown-up when he said he was trusting me to take care of the family and the house until he got back. That made me feel grown up. He prayed with me asking God's help and blessing for me.

2ND BOY: What happened?

1ST BOY: I had to cut the grass and work in the garden. I always helped before, but he told me what to do.

2ND BOY: It's different when you're responsible than when you do work only when you feel like it, as I do mostly.

1ST BOY: Sometimes when I was interested and busy at something else Mother called me to make a fire in the fireplace, clean the

kitchen sink drain that was stopped, and lots of little, but hard jobs. Guess Dad doesn't like to be interrupted often either, but he doesn't say so.

2ND BOY: I'm remembering how much Dad does around our house, that I just took for granted. Lots I could do, too.

1ST BOY: I'll be glad to see Dad back home, and I'll be happy to give him back the responsibility of being the "man of the house."

2ND BOY: Our dads work to take care of us, too, beside the extras and the responsibility.

1ST BOY: When the government gives a Congressional medal it's for something done "beyond the call of duty." Dads are always doing that for their families and they don't get medals.

2ND BOY [*thoughtfully*]: My Dad wouldn't want a medal, but you know, I believe he would like my saying I do appreciate him.

1ST BOY: Let's say thanks to our Dads, and not just on Father's Day.



St. Benedict's first and second graders strike up the music with their rhythm band. The St. Benedict's rhythm band is the subject of a series of articles in the Study Guides of Our Little Messenger, published for grades 1, 2, and 3 by Geo. A. Pfau Publisher, Inc., Dayton, Ohio.

Polio Facts for 1953

Tremendous recent progress toward a control for infantile paralysis has brought us to the threshold of prevention of the disease. Thanks to the support of the March of Dimes by the American people, scientists are now planning the first field trials of a polio vaccine, and manufacturers are producing the blood fraction, gamma globulin, for limited use as a temporary preventive of paralysis.

But despite this, 1953 will see outbreaks of polio; we cannot count on any startling reduction of cases this year. Reasons:

1. The vaccine is *not* here—it has yet to be tested.

2. Despite every effort of the National Foundation for Infantile Paralysis, the American Red Cross, and government authorities,

gamma globulin will be in such short supply it can be given to fewer than one million children out of a population of 46,000,000 in the most susceptible age groups.

We must understand and accept the facts and keep cool heads when faced with the reality of polio. We cannot relax our watchfulness nor ignore the usual precautions yet a while. If polio comes to your community you will want to observe the sensible rules for good health that have been urged in previous years:

Let your children continue to play with their usual companions—avoid new groups.

Make sure they scrub their hands before eating, avoid use of other people's soiled towels, dishes, and tableware.

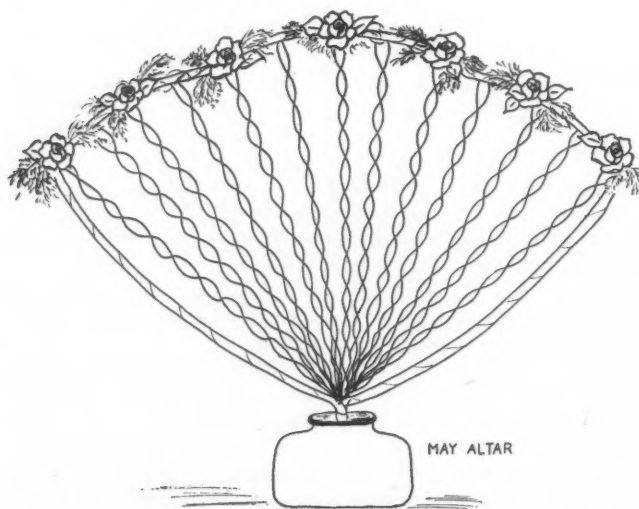
Beware of fatigue and chilling, which lower resistance to polio virus.

Don't subject young children to unnecessary and lengthy travel.

Consult your doctor if your child has any symptoms of polio: headache, fever, sore throat, upset stomach, stiff neck or back—and keep him in bed, away from others, till the doctor comes.

If polio strikes, turn to your local Chapter of the National Foundation for Infantile Paralysis for advice and financial assistance where needed.

Conquest of polio is not yet here—but final victory is much nearer.



A MAY ALTAR

*Sister M. Sarah, O.S.F.**

To make a simple background for a May altar, take a wire coat hanger and break off the hook. Bend the ends together to make a graceful curve. Cover the hanger with white crepe paper. Then, twist or flute narrow strips of blue crepe paper and fasten fan-wise to the hanger. Across the top pin small artificial roses and fern. Next, fill a small jar (an ink bottle will do) with plaster of Paris. Thrust the hook end into the jar and hold for a few minutes until it sets. Then cover the jar with white or blue crepe paper.

*Stella Niagara, N. Y.

Some 1952 Educational Films

(Continued from page 10A)

Insurance Against Fire Losses

EBF. 1952. 13 min., sd., color, 16mm.

It's Only the Beginning

John Sutherland Productions. 1952. 9 min., sd., color, 16mm.

Know Your Man (Filmstrip)

International Harvester Co., Education and Personnel Dept. 1952. Produced by Vogue Wright Studios, Division of Electrographic Corp. 87 fr., b&w, 35 mm.

Let's Trade Tires (Filmstrip)

Firestone. 1952. Produced by Vogue Wright Studios. 171 fr., b&w, 35mm.

Manpower in the Service Department (Filmstrip)

Chrysler Corp. 1952. Produced by Ross Roy, Inc. 147 fr., b&w, 35mm. (Service Management Conference Report, no. 2)

More "Proftime" Less Downtime (Filmstrip)

Firestone. 1952. Produced by Vogue Wright Studios, Division of Electrographic Corp. 128 fr., b&w, 35mm.

Part-time Housewife (Filmstrip)

Coolerator Co. 1952. Produced by Wilding Picture Productions. 105 fr., color, 35 mm.

A Plan for Action to Sell More Freezers (Filmstrip)

Coolerator Co. 1952. Produced by Wilding Picture Productions. 82 fr., color, 35mm.

Plan to Live

Indiana University, Audio-Visual Center. 1952. 17 min., sd., b&w, 16mm.

Power Teaching Method

Lernell Agency. 1952. 45 min., sd., b&w, 16mm.

Powering America's Progress

Bituminous Coal Institute. 1951. Produced by March of Time. 25 min., sd., color, 16mm.

Servicing Tips (Filmstrip)

Chrysler Corp. 1952. Produced by Ross Roy, Inc. 87 fr., b&w, 35mm. (Master Technicians Film, v. 5, no. 4)

The 300 W Class

Singer Sewing Machine Co. 1951. Produced by Tomlin Film Productions. 34 min., sd., color, 16mm.

The Vital Ingredient (Filmstrip)

Chrysler Corp., Chrysler Division. 1952. Produced by Ross Roy, Inc. 105 fr. b&w, 35mm. (Customer-Benefit Information Program, v. 4, no. 3)

What Makes Us Tick

New York Stock Exchange. 1952. Produced by John Sutherland Productions. 12 min., sd., color, 16mm.

Why Trees Are Important (Filmstrip)

Pat Dowling Pictures. 1952. 29 fr., b&w, 35mm.

The World's Finest Freezers for Better Living (Filmstrip)

Coolerator Co. 1952. Produced by Wilding Picture Productions. 107 fr., color, 35 mm.

CHARACTER DEVELOPMENT

Getting Ready Emotionally

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 6)

Getting Ready Morally

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 7)

Good Helpers (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 30 fr., color, 35mm. (Growing Up)

How to Say No: Moral Maturity

Coronet. 1951. 11 min., sd., b&w, 16mm.

It Pays to Save (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 29 fr., color, 35mm. (Growing Up)

Johnny Goes to the Store (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 32 fr., color, 35mm. (Growing Up)

Lost and Found (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 28 fr., color, 35mm. (Growing Up)

A New Classmate (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 28 fr., color, 35mm. (Growing Up)

Straight From the Horse's Mouth (Filmstrip)

National Foremen's Institute. 1951. 108 fr., color, 35mm. and disc: 2 s. (1 s. for manual projectors, 1 s. for automatic projectors) 16 in., 33 $\frac{1}{4}$ rpm, 15 min. With instructional pamphlet, script, and conference leader's guide entitled "Motivation: Skill in Handling People."

We Go to School (Filmstrip)

Young America. 1952. Produced by Key Productions. 38 fr., b&w, 35 mm. (Experiences in Living Series) With teacher's guide.

We Make Some Safety Rules (Filmstrip)

Young America. 1952. Produced by Key Productions. 38 fr., b&w, 35mm. (Experiences in Living Series) With teacher's guide.

We Plan Together (Filmstrip)

Young America. 1952. Produced by Key Productions. 30 fr., b&w, 35mm. (Experiences in Living Series) With teacher's guide.

We Visit the Dentist (Filmstrip)

Young America. 1952. Produced by Key Productions. 32 fr., b&w, 35mm. (Experiences in Living Series) With teacher's guide.

We Visit the Doctor (Filmstrip)

Young America. 1952. Produced by Key Productions. 38 fr., b&w, 35mm. (Experiences in Living Series) With teacher's guide.

We Work Together (Filmstrip)

Young America. 1952. Produced by Key Productions. 35 fr., b&w, 35mm. (Experiences in Living Series) With teacher's guide.

What Is Conscience?

Coronet. 1952. 11 min., sd., b&w, 16mm.

When We Have Guests (Filmstrip)

Popular Science Pub. Co. 1952. Developed in co-operation with Childcraft. 25 fr., color, 35mm. (Growing Up)

COMMUNISM

Communism

Coronet. 1952. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 12)

Red Tides in the Orient (Filmstrip)

New York Times. 1952. 53 fr., b&w, 35mm. (Report on the News, Feb. 1952)

COMMUNITY LIFE

Our Community

EBF. 1952. 11 min., sd., b&w, 16mm.

A U. S. Community and the Citizens

UWF. 1949. Produced by Louis de Rochemont Associates. 20 min., sd., b&w, 16mm. (The Earth and Its Peoples)

CONSERVATION

Conservation Irrigation

Irrigation Equipment Co. 1952. Produced by Keith M. Covey Productions. 22 min., sd., color, 16mm.

Conserving Water and Soil (Filmstrip)

Pat Dowling Pictures. 1952. 31 fr., b&w, 35mm.

Growing Trees for Tomorrow (Filmstrip)

Pat Dowling Pictures. 1952. 49 fr., b&w, 35mm.

Insurance Against Fire Losses

EBF. 1952. 13 min., sd., color, 16mm.

The New Paul Bunyan

Weyerhaeuser Sales Co. 1952. Produced by Wilding Picture Productions. 26 min., sd., color, 16mm.

Paradise Lost

John R. Gregory. 1951. 11 min., sd., b&w, 16mm.

DEFENSE, CIVILIAN, AND MILITARY**And a Voice Shall Be Heard**

General Electric Co. 1951. Produced by March of Time. 56 min., sd., b&w, 16mm.

Communism

Coronet. 1952. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 12)

Getting Ready Emotionally

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 6)

Getting Ready Morally

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 7)

Getting Ready Physically

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 5)

Military Life and You

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 11)

The Nation to Defend

Coronet. 1952. 1 reel, sd., b&w, 16 mm. (Are You Ready for Service? No. 8)

Starting Now

Coronet. 1951. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 4)

What Are the Military Services?

Coronet. 1952. 1 reel, sd., b&w, 16mm. (Are You Ready for Service? No. 9)

When You Enter Service

Coronet. 1952. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 10)

Why You?

Coronet. 1952. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 14)

Your Investment in the Future

Coronet. 1952. 11 min., sd., b&w, 16mm. (Are You Ready for Service? No. 13)

ECONOMICS**Forecast — Continued Prosperity**

Southwestern Gas and Electric Co. 1952. Produced by Charles D. Beeland Co., 20 min., sd., color, 16mm.

India: Pakistan and the Union of India

EBF. 1952. 17 min., sd., b&w, 16mm.

John Dollar in Construction Loans (Filmstrip)

Hadley Falls Trust Co. 1951. 67 fr., color, 35mm.

Keystone of Prosperity: America's Foreign Trade (Filmstrip)

New York Times. 1952. 53 fr., b&w, 35mm. (Report on the News, Apr. 1952)

North Africa in Ferment (Filmstrip)

New York Times. 1952. 59 fr., b&w, 35mm. (Report on the News, May, 1952)

Oil — Stake in the Cold War (Filmstrip)

New York Times. 1952. 53 fr., b&w, 35mm. (Report on the News, Mar. 1952)

What Makes Us Tick

New York Stock Exchange. 1952. Produced by John Sutherland Productions. 12 min., sd., color, 16mm.

EDUCATION AND TEACHING**At Home and School With Tom and Nancy (Filmstrip)**

Jam Handy Organization. 1951. 6 filmstrips, color, 35mm.

(c) The Jam Handy Organization, Inc.; 16Jul51.

Backfire

American Economic Foundation (1952) Produced by Princeton Film Center. 1425 ft., sd., b&w, 35 min.

Cooperative School Plant Planning (Filmstrip)

Indiana University, Audio-Visual Center. 1952. 98 fr., color, 35mm.

Getting Down to Work (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 35 fr., b&w, 35mm. (Learning to Study Series, no. 2) Based on a course taught by Professor Erling Eng.

Giving a Book Report (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 30 fr., b&w, 35mm. (Learning to Study Series, no. 5) Based on a course taught by Professor Erling Eng.

High School: Your Challenge

Coronet. 1952. 13 min., sd., b&w, 16mm.

How to Use the Reader's Guide to Periodical Literature (Filmstrip)

Prepared by a special committee, Maurine S. Hardin, chairman, Oakland, Calif. 1952. 41 fr., b&w, 35mm.

Listen Well, Learn Well

Coronet. 1951. 11 min., sd., b&w, 16mm.

New Tools for Learning

University of Chicago, Audio-Visual Center. 1952. 19 min., sd., b&w, 16mm.

Our Teacher

Coronet. 1951. 10 min., sd., b&w, 16mm.

The Reader's Guide to Periodical Literature (Filmstrip)

Maurine S. Hardin and others, Oakland, Calif. 1951. 40 fr., b&w, 35mm.

Reviewing (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 28 fr., b&w, 35mm. (Learning to Study Series, no. 7) Based on a course taught by Professor Erling Eng.

Skipper Learns a Lesson

EBF. 1952. Produced in affiliation with Paul Burnford. 9 min., sd., color, 16mm.

Study Headquarters (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 34 fr., b&w, 35mm. (Learning to Study Series, no. 1) Based on a course taught by Professor Erling Eng.

Taking Notes in Class (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 30 fr., b&w, 35mm. (Learning to Study Series, no. 4) Based on a course taught by Professor Erling Eng.

Using a Textbook (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 27 fr., b&w, 35mm. (Learning to Study Series, no. 3) Based on a course taught by Professor Erling Eng.

Writing a Research Paper (Filmstrip)

Jam Handy Organization. 1952. Presented by Antioch College Films. 33 fr., b&w, 35mm. (Learning to Study Series, no. 6) Based on a course taught by Professor Erling Eng.

(An addition to this list of recent films is scheduled for publication in the June issue of the CATHOLIC SCHOOL JOURNAL.)

IMPORTANCE OF ADULT EDUCATION

Addressing adult educators recently Pope Pius XII told them that: "They must inculcate the art of distinguishing the true and the false, awakening an appreciation of political and economic realities in conformity with the Christian concept of life which, while rejecting equally materialism and egoistic individualism, considers man in his total reality composed at the same time of body and soul, individual and member of society, citizen of the earth, and an elect of heaven.

"Whoever addresses himself to the public under any title whatsoever shares responsibility for education — those in charge of newspapers, radio, movies, theaters, advertising firms, publishers, booksellers; also employers, representatives of state, and public officials.

"The uneducated masses are at the mercy of capable agitators and unscrupulous politicians. Thus it is necessary to estimate real conditions and discern true statements and unattainable promises."

The Golden Jubilee Convention of the National Catholic Educational Association

Edward A. Fitzpatrick, Ph.D.

The Golden Jubilee convention of the National Catholic Educational Association was held in Atlantic City, April 7-10, 1953. The occasion was one of jubilee, congratulation, and self-gratulation. The Pope sent directly his blessing, the Apostolic Delegate, the Most Rev. Amleto G. Cicognani, brought personally "the appreciation and felicitations of the Holy See." The President of the United States, Dwight D. Eisenhower, after pointing out that not only since 1904 when the Association was founded but during the entire life of the nation back to the Founding Fathers the task of Christian education "has been carried on by you and your forebearers, namely, striving to keep in the minds of our people the necessity for moral instruction and training as a basis of morality and sound citizenship." More specifically to the Association he said: "Your Association has nobly served this ideal. Out of it you have wrought a program rich in the Christian liberal arts tradition.

"I sincerely wish that your golden jubilee celebration will be rich in wisdom and in promise for the future of the high religious and educational ideals for which you stand."

The resolutions of the Convention are the most remarkable set of resolutions passed by the Association in its fifty years because of the charm and exquisite quality of their balanced style. This and the reference to graduate schools of sacred theology is pretty definite indication that Sister Madeleva, who was a member of the committee on resolutions, was the literary artificer. An extraordinarily fine literary job! One readily goes along with the record of the amazing expansion and increase in size of Catholic education, but that it is an unrelieved story of excellence and distinction and "progress" is hardly exact. Father Henry J. Browne's more realistic "mid-century Retrospect" is in more accord with the facts. And Bishop Brady's glance at contemporary society is an indication that the leaven of Catholic education, including Church and home, is not too active in the contemporary society. He says:

"A brief glance at contemporary American morality with its mounting divorce rate, its broken homes, its youthful delinquency, its dishonesty in business, its disregard for truth, its corruption and treason in high places, and the rampant perjury in its courts of justice is indicative of a growing moral decay. It is

also an indication that the home and the Church have failed to preserve a moral tone in the whole nation."

The Resolutions while acknowledging with appreciation and gratitude the great qualities of a devoted hierarchy, generous religious superiors and communities, dedication of the



*Most Rev. Edward F. Hoban,
New President General of the N.C.E.A.*

teacher-apostles, the sacrifice of the parents and entire laity, wisely resolve that "this Association rededicate itself to the more experienced and more complete fulfillment of its name."

Especially interesting in these resolutions wonderfully manifest in John Tracy Ellis' *Life of John Cardinal Gibbons* is the national and American note. This note has been the subject of some controversy in various parts of the country and the Resolution may indicate a change of attitude. The more experienced and more complete fulfillment of its name as the National Catholic Educational Association is thus defined: "Education, the communication of knowledge which is Catholic, embracing all truth, which is *national*, ministering to the entire nation, thus realizing the best services to country and God." The tribute to our country is finely done:

"Whereas, The United States, our Country, by its very genius of freedom for education and education for freedom, has made a home for the Catholic school, the Catholic college, thus fostering through the expansion of a Catholic educational system a most vital

moral and spiritual factor in our national life, therefore, be it

Resolved that the Association again pledge its allegiance to this Country that is ours by bonds of love and life, of death and loyalties more difficult than death. And the melting-pot conception is not overlooked. The contribution of all cultures to America even in the spirit of Crevecoeur's "What Is an American?"

Whereas, This Association, while national by name, counts children of many lands, of many races among its teachers and students, incorporates the riches of their spiritual and intellectual origins in its total strength; therefore, be it

Resolved that the tribute of admiration for and acceptance of the finest philosophical and artistic achievements of western and oriental culture be extended by the Association of these homelands of so many of our great teaching bodies, religious orders, and institutions."

And finally in this connection, welcoming the approving message of President Eisenhower and the encouragement and understanding of our political leaders,

"Resolved that the Association extend to these our president, our legislators, our statesmen, a message of gratitude that will best prove itself by the *quality of our Americanism.*"

HISTORICAL SIDELIGHTS

Archbishop Joseph Ritter, the President General of the Association, in the sermon at the pontifical Mass opening the convention struck the historical note:

"Fifty years ago there were eighty-five dioceses in our country. Only seven diocesan superintendents attended the first meeting called by Monsignor Conaty and Father Howard. Yet, from this humble beginning, our Association, today is made up of superintendents from practically all of the 124 dioceses of the country as well as the educators and representatives of hundreds of teaching orders of men and women, priests, and lay teachers.

"Today we are providing a Catholic education for nearly four million Catholic young people in approximately 13,000 schools taught by 113,000 Catholic teachers, the vast majority of whom are priests and religious. Yet despite the magnitude of our undertaking,

only slightly more than half of our Catholic children can be found in Catholic schools. There is work yet to be done."

FOUR HISTORICAL PAPERS

Four of the convention papers told about these changes of fifty years as follows:

The American Parish School in the Past Half Century by Rev. Henry J. Browne.

The Secondary School Department in Retrospect by Brother Eugene Paulin, S.M.

The Contributions of the College and University Department of the NCEA to the Growth and Development of Catholic Higher Education in the Past Fifty Years by Msgr. Julius W. Haun.

The History of the Seminary Department in the NCEA by Rev. Edgar P. McCarran.

In the Secondary Department there were two additional papers, one on the giants of yesteryear, which was a list of the more active workers in the department with special tributes to Brother Eugene Paulin, S.M., and to Rev. R. P. Roy, S.J., and to Bishop Howard and Father James A. Burns, C.S.C. Many others were mentioned and especially two Brothers whom we personally recall with great affection: Brother John A. Waldron, S.M., and Brother Thomas, F.S.C., of Manhattan College. Brother Benjamin, C.F.X., teacher of Babe Ruth, called, the "Jim Farley of the department," was given a warm reception upon his appearance. Among more recent strong personal influences listed was Msgr. Edward Goebel and Father Julian L. Maline, S.J. Interesting to note is the predominance of the Brothers in the secondary school department.

THE PARISH SCHOOLS

Father Browne's paper was in the nature of a summary history without documentation of the development of the parish school. It was an excellent job and suggestive. He naturally referred to the legislation of the Third Baltimore Council. He states a position which Catholics have forgotten, if they ever knew it:

"In the 1840's there had been given to the parish school movement the impetus of the refusal of state aid. Yet even by the mid seventies there were still laity and even clergy who in the face of conciliar and synodal recommendations did not see the Church's place in the providing of secular instruction. Then the internal strife of the last decade of the nineteenth century, in a way, merely transferred the struggle of fifty years earlier to an intra-mural level since the school controversy within the American Church was basically concerned with the merits of a form of Catholic aggregation to the public school system."

When the NCEA was founded there were more than a million children in Catholic Schools, "the teaching Sisters and Brothers were becoming the normal, and usual teaching staff replacing the lay people who in many

places pioneered the lower schools." The Sisters in the early conventions showed Sisterly docility by remaining silent.

The board of examiners recommended by the Third Plenary Council is discussed, and so are the lamentable conditions in elementary school buildings in the first three decades, and the conception of many pastors that the diocesan superintendents were "mere messenger boys of the Bishop" or figureheads. The development of curriculum and diocesan courses of study is noted and the names of Father Yorke of San Francisco and Fathers Thomas E. Shields and Edward Pace of the Catholic University are mentioned.

DEVELOPMENT OF SECONDARY SCHOOL DEPARTMENT

Brother Eugene Paulin's summary of the secondary school development has the stimulating effect of an active and interested participant:

"The Catholic Educational Association was founded at St. Louis, July 12, 1904. The term 'National' was added by action of the general executive board in Louisville, June 28, 1926. It owes its existence, as you know, to the amalgamation of three organizations: the Association of Catholic Seminaries, founded in 1897; the Association of Catholic Colleges, which had beginnings in 1898, and the Parish School Conference, organized in 1902. You will note there is no mention of high schools."

But there was discussion of high schools under the guidance and direction of Father James A. Burns, C.S.C., to whom Brother Paulin pays a fine tribute. The department grew out of the college department beginning as a section of the college department and finally attaining its independence.

THE PROCEEDINGS OF THE NCEA

Brother Paulin went through the forty-nine volumes of the Proceedings of the Association to prepare his paper and made a hundred pages of notes of which he could only write a paragraph. Msgr. Haun, while he was intending only to "thumb the volumes," found many interesting papers which he read in full. He found, he says, many interesting papers on all subjects in the college curriculum and more generally on a liberal education. We give here Brother Paulin's summary:

"These volumes constitute a sensitive barometer indicating to a remarkable degree of accuracy, the fluctuating pressures of the various subjects of the curriculum, the impact of general educational movements, and even the repercussion of national and international crises. Religion always occupied a place of prominence. A special committee was assigned the task to provide papers for an entire session of each and every national convention. The classical languages came in for their share of attention, and at one time it was seriously

maintained that Greek be taught in high school. English, foreign languages, and history frequently found place on the program. Mathematics and sciences were able to maintain their own in the face of increasing demands for social studies. Extracurricular activities took up more and more time; concurrently with their invasion of our schools. Even athletics, that greatest contender for student interest, received more than its due of attention and continued its program of a maximum of movement with the minimum of meaning. The fine arts seem to have received least encouragement, and this is admittedly the weakest section of our scheme of secondary education. A topic that occurred more and more frequently was guidance, and at one time there was danger of its monopolizing a whole convention. The practical arts are lately receiving attention in step with the Life Adjustment Program. With the imminence of Universal Military Training and R.O.T.C., preinductive instruction has been repeatedly recommended. Interest in UNESCO has been advocated as an aid to international understanding and the maintenance of peace."

Brother Paulin criticized the Co-operative Study of Secondary School Standards as based on a false philosophy that "Whatever is, is right." But what he acknowledges is elsewhere omitted: the services of state departments and regional accrediting in improving the Catholic secondary schools. This is even more true of the colleges. "Without this external assistance," says Brother Paulin, "we would be fussing over the hopeless task of lifting ourselves by our own bootstraps." But another issue that Brother Paulin faced which also was elsewhere passed over was coeducation. The issues raised are coeducation in the high school, and the effeminization of the teaching of boys in high school. The disregard of principles and Papal direction in favor of economy is acknowledged.

Msgr. Julius Haun discussed the development of the college department, paying no attention to that phase of his subject relating to "contribution to the growth and development of Catholic Higher Education in the past fifty years." Msgr. Haun says the Committee on Accreditation had a distinguished career of fifty years, i.e., before the Committee on Membership replaced it. Accreditation has always been a halting and inconclusive affair as an effective accreditation process. In 1916 there was a paper on women's education, next year a section was organized, and later a conference. It lasted for 20 years and Sister Mary Aloysius Malloy, O.S.F., was the most instrumental person in this development. The secondary school department was born, as elsewhere stated, out of the college department in 1929. A graduate school unit was organized making its first elaborate report in 1928. The regional development which contained fuller

treatment in the secondary department, is credited to the initiative or active agency of Father Cunningham. The Midwest region published a newsletter which has become the publication of the department, and whose success is credited to Father Samuel Knox Wilson, S.J. References are made to several reports of committees and, as noted elsewhere, to the *Proceedings* but no details are given. The formation of two honor societies, Kappa Gamma Pi and Delta Epsilon Sigma is noted.

SOME PAPERS WERE UNAVAILABLE

The paper on the Seminary department was not available as numbers of other papers to be read at the department were not available for press release at the time of the meeting, indicating, possibly, that the questions set up in the CATHOLIC SCHOOL JOURNAL of last month would probably have to be answered in the negative.

DIVERSITY OF ACTIVITIES GOING ON

There were sectional meetings intended for groups within the department. There was a special meeting under the auspices of the Committee on Graduate Studies regarding attracting more promising young men and women, the vital subject areas of Catholic graduate work, and the problems facing these schools on the Catholic population increases. A joint meeting of the section on Teacher Education and Diocesan Superintendents on the Teacher Training program had two speakers and six panelists participating. In the College department, there was a special section for college and university problems on such questions as coeducation, financing, attracting Catholic students from secular universities, and the needs of the expanding Catholic population. There was a panel, too, on that most critical problem of student government. The secondary school department had special sections on problems in religion, in teaching, in administration, in teaching extending over both afternoons with very detailed lists of problems to be discussed. These were carefully thought out in advance as problems and very practical indeed. There were special meetings of the Catholic School supervisors in elementary schools, and a Kindergarten meeting. There was an elaborate program for the Catholic blind section directed not only to those teaching in the field but for all Catholic educators. Special panels were held and well attended on the Christian college, vocations, and television. One of the striking things of the Convention was the continuing television demonstration in a specially set up studio in the Exhibit Hall.

The panel discussion of the president may be briefly commented because it received considerable newspaper comment. The New York *Herald Tribune* had a brief article with a two column head "Roman Catholic Group Hits

Officers of the N.C.E.A. 1953-1954

President General:

Most Rev. Edward F. Hoban, D.D., Archbishop-Bishop of Cleveland.

Vice-Presidents General:

Very Rev. John J. Clifford, S.J., Mundelein, Ill.

Very Rev. George A. Gleason, S.S., St. Charles College, Catonsville, Md.

Rev. William F. Cunningham, C.S.C., Notre Dame, Ind.

Rt. Rev. Msgr. Joseph V. S. McClancy, Brooklyn, N. Y.

Rt. Rev. Msgr. Paul E. Campbell, Pittsburgh, Pa.

Brother William Mang, C.S.C., New York, N. Y.

Treasurer General:

Rt. Rev. Msgr. Richard J. Quinlan, Winthrop, Mass.

Secretary General:

Rt. Rev. Msgr. Frederick G. Hochwalt.

Expansion of State Colleges." The New York *Times* had a more favorable main heading: "Imbalance is Seen in Aid to Colleges" and then added in its subheading "Catholic Educators Deplore U. S. Grants to Science at Expense of Liberal Arts." Another newspaper placed above the Associated Press story the caption: "State Universities Held Threat to Private Colleges." One can readily understand what the great body of headline readers got out of those headings. The expenditure of \$250,000,000 annually for research projects by the Federal government in higher institutions of learning seemed to initiate the attack. Many problems of higher education particularly in wartime are involved, and the subject should be studied competently and continuously in its principles and its detailed ramifications; but such studies have not been the usual procedure of the National Catholic Educational Association.

From an intellectual standpoint one of the most significant sessions of the Association was the discussion in the College and University Department on the problem of Integration Forces in the Catholic College. Father Thomas C. Donlan, O.P., spoke for Theology, and Father Robert J. Henle, S.J., discussed Philosophy. Father Donlan gave pretty much the conventional Thomistic discussion, but Father Henle opened up the whole problem and indicated that the ultimate end was not all there was to the discussion, but the school, college, and university have some specific end in time and place, namely what kind of man do we want to "make." These were papers that should have been delivered long in advance of the meeting and discussed by a smaller group. Neither paper was available at the time of the meeting at

the NCEA office, and there is little point here in following the discussion without exact reference to the text. Even under the conditions, interesting problems might have been raised by the cohorts of both sides which were there in battle array as well as others. But unfortunately as happens too often in such a situation there was no discussion.

Somewhat relevant to the same discussion was the thoughtful paper by Dr. Anton C. Pegis on "Catholic Education and American Society" delivered at the last session of the convention. The connection with the preceding discussion is found in this paragraph:

"Let us begin by considering the criticisms that are directed at us from many sources. Catholic education has been called antiquated and authoritarian, divisive and un-American; it has been called anti-human because it lives in the supernatural, and anti-scientific because it is intellectual. Now the problem is not the merit or truth of these charges. For the most part, our critics do not understand what they are talking about when they discuss Catholic education. In many instances, they are motivated by their own completely secularist beliefs. Many of our contemporaries are simply unable to see how they can remain fully human and even fully scientific without living in a paradise on earth. Now the point I wish to make is that, in the presence of our non-Catholic critics, indeed, in the presence of their very misunderstanding, we have been guilty of an omission. Perhaps because the answer was clear to us, we have failed to show the human goals of Catholic education within its supernatural goals, and the temporal end within the eternal end. Our critics therefore have been misled into thinking of Catholicism as supernaturalism without nature and as an other-worldly faith without reason and science. In short, many of our contemporaries think that, because the Christian man is a pilgrim to eternity and has here no lasting dwelling, he therefore has here no human home at all. At the very least, this situation confronts us with an opportunity to reflect on the temporal mission of Catholic education."

And without following Dr. Pegis' argument in detail let us state two of his conclusions, one relating to the mission of the Catholic teacher, and the other his concluding paragraph on the dearest wish of Catholic teachers. First as to the mission:

"This, I submit is our mission, to educate men and women in the building of a civilization on earth as the vehicle of their dedication to heaven. Our work is in the world, in man and his cultivation as a human person; in the humanization of the earth through the education of man according to all the spiritual height of his humanity; in the formation of Christian men and women who have the knowledge and the zeal, I mean the scientific training and the Christian vocation, to build a

society that is full of the true spirit of man and that is open to the reign of Christ."

And now as to the "dearest wish" of Catholic teachers:

"For what is our dearest wish as Catholic teachers? It is to help to put a spiritual face upon American society—spiritual in that it will promote the dignity of the human person; his search and love of truth, his growth in freedom, his communion with other men, his sense of eternity and his openness to God. For this is man, without God a reed, without reason a poor animal, but with God a rising flame of truth and liberty upon the earth. This vision of man we must constantly renew in ourselves, and we must teach it to our children. This vision we must also try to teach, with friendship and charity, to our fellow citizens. We shall then be wholly faithful to our vocation as Catholic teachers in America."

HONESTY AND COURAGE IN FACING THE FUTURE

This report might be brought most fittingly to a close with the call for honesty and courage in facing the challenges of our time facing Catholic education. There is much criticism of all levels of education, public and private. It has not been met frankly, nor with information; nor has it been met with honesty and courage. Even simple questions raising issues incisively and penetratingly have been met with namecalling and emotional outburst. The reaction of the National Catholic Educational Association would face the issue in a different manner as expressed in its concluding resolution:

"Whereas, the National Catholic Educational Association finds itself confronted by these challenges of our time:

"The fight against Godlessness and secularism, the fight to keep the control of education in the hands of parents and of the Church,

the challenge to produce more religious teachers in an expanding educational scene, the challenge to find a leading place for the laity in our growing educational pattern, the challenge for national and regional planning to make the best use of our resources and to avoid unnecessary and selfish duplication; therefore, be it

"Resolved, That the Association face these challenges with honesty and courage, meet them and treat them constructively, co-operate in their solutions with a generosity of practice rather than of theory, depending utterly for grace and strength and light from God, for the graces we need to co-operate with His Divine Providence, that it may find in us no impediment, but that through us His will may be done in education, His will that is our peace."

THE EXHIBITS A POSTSCRIPT TO THE CONVENTION

The exhibit is an amazing thing. Important and naïvely as we think of the school as teacher—book—pupil, we visit this great fair as it seems to us, recalling the great things in Nizhnii Novgorod in Russia as presented in the old geographies. And just let us list some of the things that were presented under commercial auspices for the consideration of Catholic teachers.

Before listing that let us point out, as Archbishop Ritter did when opening the exhibits, that this may be the most important part of the meeting. If I heard him correctly, he said "is" rather than "may be." To the Association itself it is the most important part of the meeting for without it there could be no money. The root of all evil and the support of the convention is furnished by the 287 exhibitors with their more than 300 booths. This however is the least service they render,

for they render, too, a far more important educational service. The salesmen are educated, informed, courteous, hospitable, and show an extraordinarily fine appreciation of Sisters, Brothers, and Priests. They are always ready to go beyond the call of duty.

Here are at least some of the things presented: pens, pencils, pencil sharpeners, books, desks, chairs, adding machines, audio-visual equipment, auditory training equipment, black-board resurfacing brushes, ceramics materials, encyclopedias, films and slides, floor coverings, mission material, laboratory, library, and vocational materials, maps, globes, and charts, kindergarten materials, penmanship systems, typewriters, plastic book covering, projection machines and equipment, tests and measurement, special education materials, all kinds of school supplies, stage equipment. If you want even to get into the United States Navy, Army, or Army Air Force, there were representatives there—but no Sisters applied—or Brothers. The easiest way to learn about things is at the convention. The best way to get comparative views is at the convention. You can handle the things you want to know about or examine them if they are too large, and someone will be there to give you the right answers.

It is observed that generally the teachers and principals of the elementary and high schools do visit the exhibits, but too few of the College and university people do so. Nuns have their "grab bags" and go home laden down with a strange variety of souvenirs, most of them valuable and useful in school work. The exhibits are also the place to meet on an informal basis the good friends of your school who are exhibitors; it is, too, a good place to meet your Sisters in another mission or to meet Sisters in other communities whom you want to see. I have never seen so many happy Sisters in one place at any time.



The Exhibits Were a Vast Educational Project.

Additional Highlights of Some Speeches

FELICITATIONS OF THE HOLY SEE

To participate in the inauguration of this Jubilee Year is for me a source of extreme pleasure, because of the opportunity it affords me to express to the National Catholic Educational Association the appreciation and felicitations of the Holy See and because of the honor that is mine in meeting you, the members of the Association, who constantly and assiduously labor to make your organization more efficient and thus to bring to the schools spiritual atmosphere, inspiring educational progress, constructive understanding, and vital unity. — *Most Rev. Amleto G. Cicognani.*

CATHOLIC PARENTS

However, the *most encouraging aspect* of the record of Catholic education in these past 50 years is the loyalty and the sacrifice of our Catholic parents and our Catholic laity generally. Their unparalleled generosity as well as their moral support of the Catholic School System is outstanding in the long history of Catholic education. Yet despite such a record that lies behind us, the next decade will present our greatest challenge. — *Archbishop Joseph E. Ritter.*

TEACHING, A SUBLIME SOCIAL APOSTOLATE

For you, who educate in the name of Christ, teaching is a sublime social apostolate. You uphold all the dignity of man. Gleaning from the light of reason and faith, you teach that "man is a creature composed of body

and soul," is nature and grace, time and eternity, and unites in himself two worlds, the earthly and the heavenly; you see the youth of your schools in this light, and thus you educate them. Man is a unique being in the universe, dominating by reason of his intelligence and his immortal soul. The universe is immense, but has no knowledge; the stars are grandiose and numberless, but they do not understand. Man knows and dominates; he, therefore was not made for the sun, but the sun and all creation were created for him, and he for the Creator. — *Most Rev. Amleto G. Cicognani.*

LAY TEACHING APOSTOLATE

And not to be forgotten is the growing interest in the lay apostolate, which apostolate might be well directed into the teaching profession and thereby enlist lay men and lay women in the gratifying labors of Catholic education. The increased cost entailed in providing a just and living wage for such lay teachers can be met if we set ourselves to the task. There are distinct advantages to the presence of lay teachers on every level in our Catholic schools and we, as religious leaders, must point these out to them and, moreover, make them welcome and make them feel that they are a part of our educational system. — *Archbishop Joseph E. Ritter.*

THE TEACHER'S PHILOSOPHY

The need of clarifying our ideas on correct principles was ever held before the members of the National Catholic Education Association. As a result, in recent years, philosophy of

education has been stressed in the teacher-training programs of Catholic universities and colleges. In addition, many diocesan superintendents and boards of education have deemed it wise to include a statement of philosophy and principles either as a foreword to the course of studies or in a policies' manual for use of all the teachers in the particular system.

Since the earliest days when educational treatises were prepared, the importance of the teacher's philosophy was given prominent attention. The teacher's viewpoint, his outlook on life, his concept of child nature, origin, and destiny make a tremendous difference. We are frequently reminded that the philosophy of life and education the teacher possesses has more lasting influence on society than the philosophy exercised in any other single profession by a representative of that profession. Hence, the necessity of clear thinking and consistent practice in an area of knowledge that must serve as a norm by which educational techniques and methods are evaluated, a curriculum is constructed, and a program is developed for the carrying out of the ends and aims of education on the particular level, whether it be kindergarten, elementary, secondary, college, or university. — *Sister M. Stella Maris, R.S.M.*

NO SUBSTITUTE FOR TEACHING RELIGION

No one is satisfied with the attempts that have been made to compromise the question and to conciliate the contending factions. The adoption of a short prayer or short Bible reading in the school curriculum is but a



Crayons, Pencils, School Buses, Projection Machines,, Encyclopedias,, Etc.

passing gesture toward God, the personal influence of the teacher is important but inadequate, and even released time, with the constitutional sanction of the Supreme Court, and the best proposal hitherto brought forward, are but weak substitutes for the integrated, solid, and constant teaching of Divine truth and consequent moral responsibility. . . . There is no possibility of agreement or any compromise on anemic religious and moral instruction that is not complete. — *Bishop Matthew F. Brady.*

WHAT OF HOLY CARDS, PICTURES AND STATUES?

Unwittingly we teach religious falsehoods to our children. The right answers are in the catechisms, but the wrong answers are in the holy cards, pictures, and statues they see: God the Father pictured as an old man, streamlined Hollywood Madonnas, sentimental saints, baby-doll angels, etc. We expose these incongruities to the non-Catholic world which we should be taking every means to convert. Priests and Sisters, to whom the laity naturally look for guidance, are often even more deeply corrupted for the simple reason that they open their hearts more generously to the available images. These images have the duty not only of arousing in us a strong devotion, but of guiding us to a true conception of the object of our devotion. — *Sister M. Jeanne, O.S.F.*

CITIZENSHIP REJECTED AS ULTIMATE AIM

To educate for the objective of "good citizenship" is laudable in itself, but it inevitably places the welfare of the State as a principle above and beyond the welfare of the individual. It tends to make the citizen the servant of the State and become depersonalized in the process. It is the corollary before the thesis. It would relegate the spiritual to the home and Church for those who are interested in the spiritual, unmindful of the undivided and indivisible nature of man. It will have naught of God in its extreme form and substitutes therefore the glorified State. Modern history affords a shocking picture of enslaved and miserable peoples as the logical consequence of the all-powerful State. Who, with experience in our way of life, would want to live under its sway? Proponents of the "good citizenship" objective in education tell us that we can have both a benevolent State, and a moral religious people, without the spiritual element in education. O cruel hope in the weakness of fallen man! To be good for goodness' sake! To substitute a frail, ephemeral tolerance for the love of God and the love of neighbor! It is the confirmed and considered opinion of the best thinkers in the land that we cannot have a strong moral people without religion in education. We stand

not alone in our defense of this principle. No other force has adequate sanction for morality. No other force can direct man adequately toward the fulfillment of his destiny—eternal life

Frank M. Bruce

The Advisory Board of the CATHOLIC SCHOOL JOURNAL, at its annual meeting during the N.C.E.A. convention, passed a simple deeply felt minute which we print without further comment:

"We meet here with a deeper sense of loss of Frank M. Bruce, because that familiar and gracious host is not with us today as has been his wont. The loss is deeply personal as well as professional. We, here, by silence express as no words could ever do it what is in our hearts and minds—our love and admiration for a truly Catholic gentleman and colleague. May his soul rest in peace."

with God. No educational system can be complete without religion and morality, for such serves merely the physical, intellectual needs of man and not the complete spiritual man. The alarming trend in American life toward indifferentism in religion and unstable morality is adequate proof that the home and church are insufficient in themselves for the burden that would be placed upon them. — *Bishop Matthew F. Brady.*

PUBLIC FUNDS AND RELIGIOUS EDUCATION

The answer is to be found in the restoration of religion to our general system of education. It was there in the beginning when these United States were deeply religious and morally strong. During the past century religion has gradually been divorced from education, and strong, even if misguided, forces now stand adamant against its return. The issue has been joined and confused. The need has been ignored and the future of our great land imperiled. The problem is almost hopeless of solution and in the struggle we are the protagonists of religious education. We are accused of seeking public funds for the support of our schools. The clearest answer to this charge was given recently by an American prelate: "It should be clearly understood that the Church as such makes no claim to any tax support for her specific activities, religious, educational or charitable. Parents, however, do have rights as citizens, and one of these rights is that of equitable treatment by the State in the common distribution of educational benefits provided by public taxes—the State is manifestly unjust when it sets up a single and exclusive system of public schools which satisfies the desires of one group of

citizens, but which, because of its limited curriculum, fails utterly to satisfy the legitimate desires of another group." England, Scotland, and some provinces of Canada have found an equitable solution. While we hold to the rights of parents in equity and justice we admit that there is not the slightest possibility of such a solution in the present state of American public opinion. — *Bishop Matthew F. Brady.*

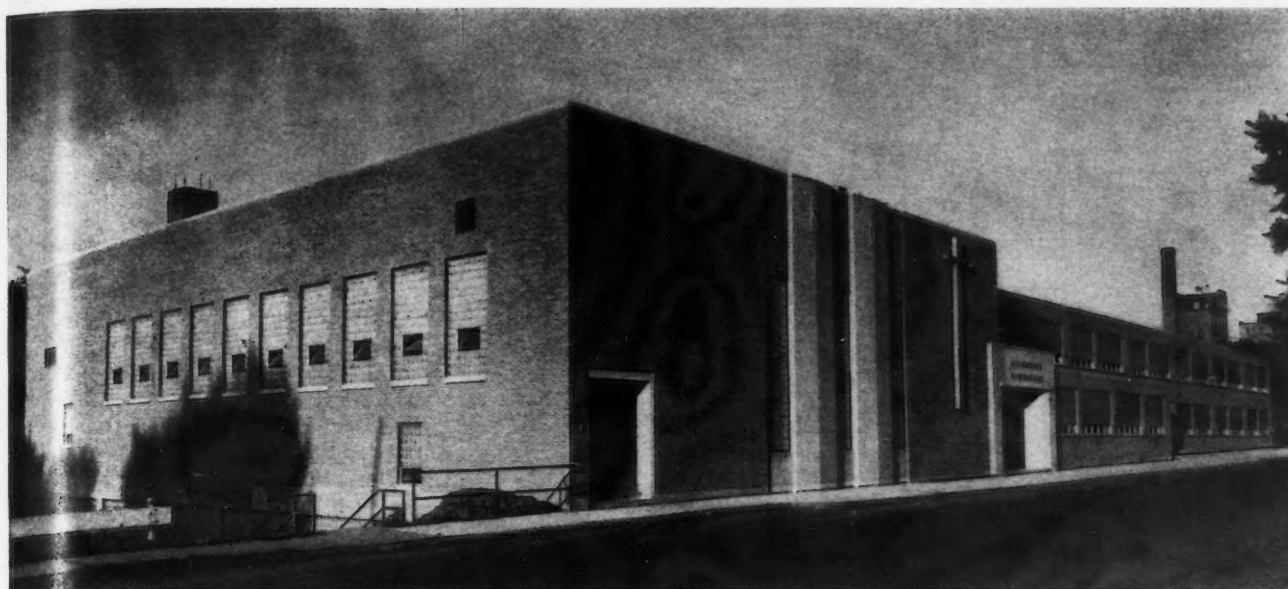
A FINAL WORD FROM THE APOSTOLIC DELEGATE

In conclusion, we want God to be present in the school. This is the central point of the program of the National Catholic Educational Association, and it is your work. You do it because you believe in Him, Creator and Father, and because you know that where God is, there also is the true and complete man. Without the link of man to God principles are watered into weak or false subtleties of utilitarianism and the like; the strength of human rights is undermined and the might of physical and material power prevails; philosophy loses its grasp of that eternal truth on which its trustworthiness and perpetuity depend. Man needs God; his conscience needs God; his intellect needs Him; and his schools need Him.

Every praise, felicitation, and good wish to the National Catholic Educational Association, which for fifty years has diffused truth enlightened by reason and faith. Every praise, felicitation, and good wish to you who are aware of all the responsibilities of your profession and of your task before God and men. For you, to teach means to instruct and educate, to develop and cultivate spiritual energies, and to form the intellect, will, conscience, character, mind, and heart of youth. May God bless and reward abundantly your profession, and may your apostolate continue favorably under the auspices of the commendable National Catholic Educational Association for the good of the students, the honor of the schools, the benefit of the country, and the greater glory of God. — *Most Rev. Amleto G. Cicognani.*

Go Forth

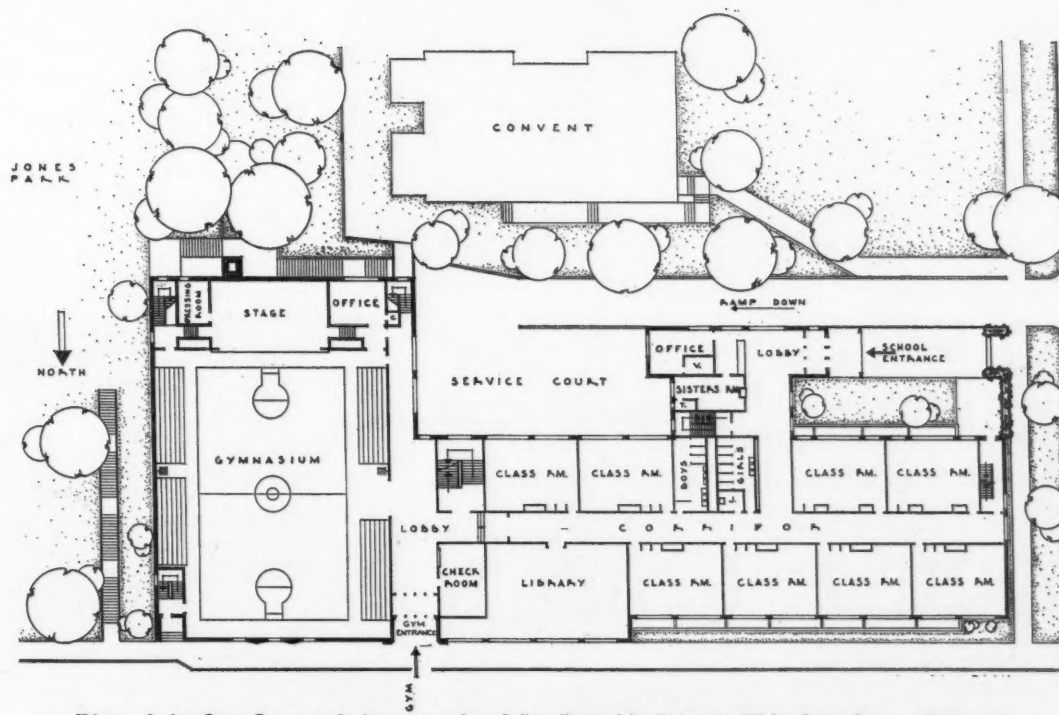
Go forth, then, Catholic educators, from this Convention valiant in faith, alert to the necessity of a never ending defense of principle lest raucous voices prevail over truth, encouraged and strengthened by your deliberations to continue as hounds of heaven, "with unhurrying chase, unperturbed pace, deliberate speed, majestic instance," the wearying pursuit of the souls of men that they may know Him who is "the way, the truth, and the life," and in Him find peace for their restless souls, "the peace of God that surpasseth all understanding." — *Bishop Matthew F. Brady.*



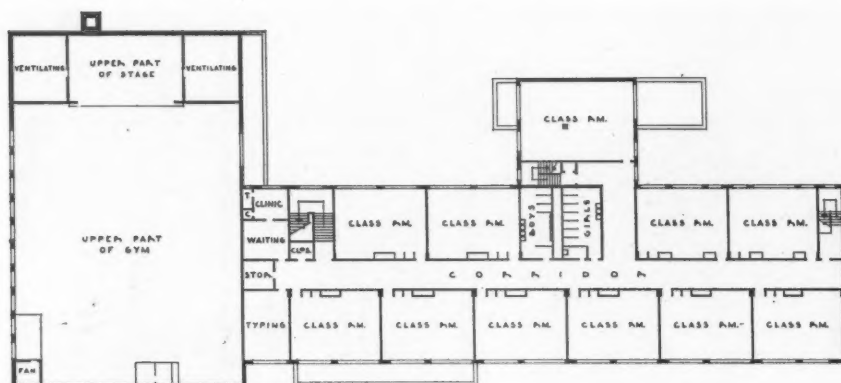
St. Joseph School, Appleton, Wis. Designed by George Narovec, A.I.A., Architect, Appleton, Wis. This view shows the east end and north side. The gymnasium entrance is shown between the gymnasium wing and the classroom wing. Note how abruptly the ground slopes to the south, thus giving plenty of sunlight to basement and subbasement floors.

A "Custom-Made" School on an Unusual Site

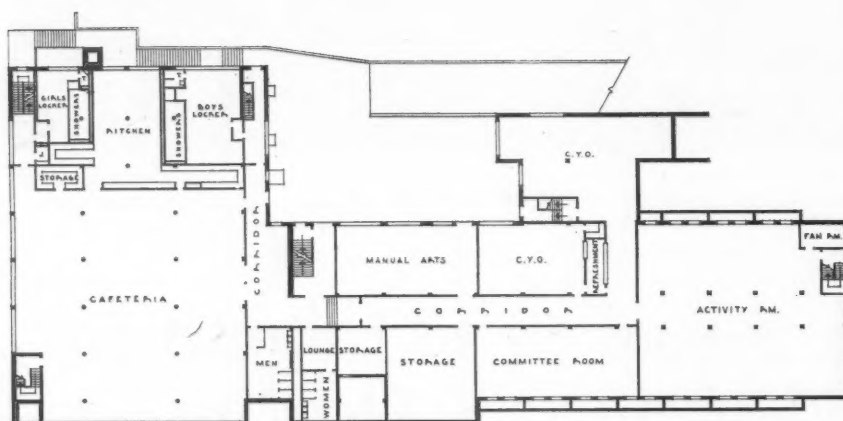
St. Joseph's School, Appleton, Wisconsin



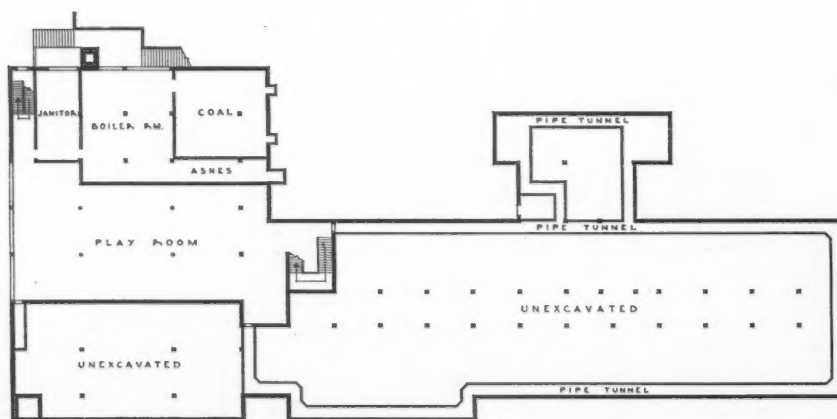
Plan of the first floor and the grounds of St. Joseph's School. This floor is on the street level on the north. Basement of the classroom wing and both basement and subbasement of the gymnasium wing are above ground on the south. Note that the service court is on the basement level.



Second Floor



Basement



Subbasement

ON THE last day of August, 1953, His Excellency Most Rev. Stanislaus V. Bona, Bishop of Green Bay, blessed an outstanding parish school building at Appleton, Wis. St. Joseph's Parish, near the business section of the city, founded in 1868, had outgrown its school accommodations years ago. In the year 1947 one fourth of all the children born in Appleton were baptized in St. Joseph's Church.

Advantages and Difficulties

The site available for the new 18-classroom building slopes abruptly from the street into a deep ravine which had been partially filled. The building, including the main classroom wing and the gymnasium wing, extends for 288 feet (nearly a block) along this street. The public entrance to the gymnasium is from this street on the north side of the building, between the two wings.

Here the classroom section presents a view of an ordinary two-story building with the gymnasium section a little higher. In the rear, however, the building is equivalent in height to about seven stories. The playroom, 17 feet high, on the sub-basement level, has access to daylight and above this is the cafeteria and then the two-story gymnasium. The structural-steel frame of the building over the ravine rests on reinforced concrete pillars driven 50 feet through filling soil.

The Lower Levels

The subbasement contains the heating plant and the playroom which is 17 feet high and daylighted. On the basement level, the gymnasium wing contains a large, sunny cafeteria, kitchen, and shower and locker rooms.

The basement level of the classroom wing, which is the ground floor on the south of this part of the building, has two school-rooms, one of them for manual arts and the other a large room for activities of either the school or the parish. It is the audio-visual room, also. Here are two C.Y.O. rooms, as well, with a refreshment bar, a committee room, and storage spaces.

First Floor

The first floor is so called because its entrances are on the street level. On the east end is the gymnasium, including stage, dressing room, office, and lobby, with entrance on the north. The west section has, on this floor, eight classrooms, large library room, students' toilet rooms, Sisters' room, office, lobby, and the main school entrance from the street on the west side of the building.

Second Floor

The second floor includes the upper part of gymnasium and stage, 11 classrooms, a smaller room for classes in typing, toilet rooms, and clinic facilities.

Construction and Finishes

The building, of contemporary architecture, is constructed of reinforced concrete with steel frame and faced with brick and cut stone.

Corridors and stairways are finished with marine deck tile flooring, glazed tile wainscot, and acoustic plaster ceiling. Classrooms have the deck tile floors, plastic wall covering, and acoustic plaster ceiling.

The gymnasium floor is of hard maple; the walls and ceiling are unfinished. Toilet rooms have terrazzo floors and glazed tile wainscot.

Service Equipment

The school and the nearby convent are heated by steam from coal-fired boilers, stoker fed. Temperature throughout the

Entrance to gymnasium. Gym is to the left of this entrance; classrooms are to right and above.



buildings is controlled by about 50 thermostats, including one in each classroom. Water from the condensed steam is fed back into the boilers; hence, little fresh water is needed and a minimum amount of lime is deposited in the heating tubes. The boilers also supply steam to heat the supply of hot water for lavatories and showers.

Classrooms are heated by convectors and unit ventilators. Fresh-air intakes and exhausts insure continuous circulation of air throughout the building.

The electric wiring of the school was extended to include service for the church, the monastery, and the convent. The power company supplies electricity at 4160 volts

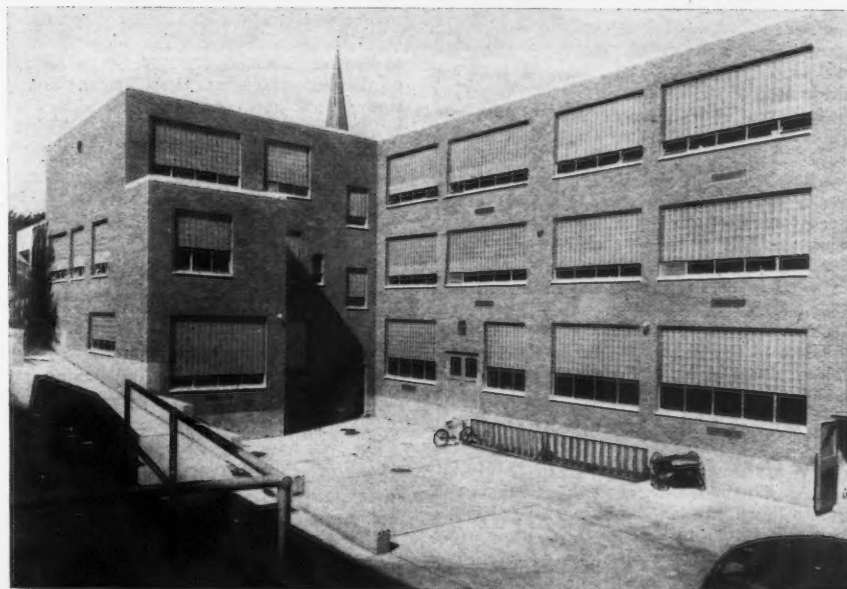
South side of classroom wing showing service court in foreground. CYO rooms are on the basement level at the left of this picture. On the same floor the windows to the right of the picture light the manual arts room. The door on the right leads to the playroom below.



at the main power entrance. A transformer steps down the current to standard 110-120 volts.

Electric lighting for the classrooms is of the cold cathode fluorescent type. The lights are a continuous tube 93 inches long shaped like a hairpin; the result is low brilliance and excellent distribution of light. In the auditorium-gymnasium the main lighting is supplied by special high-intensity units. There are 40 reflectors with

(Concluded on page 38A)



Left: the cafeteria on the basement level showing the east wall with sunlight coming through glass block above clear glass vision windows. Right: the library, first floor north side. It is just west of the gymnasium entrance facing the street.

Catholic Education News



*Rev. James G. Keller,
Founder of the Christopher
Movement.*



*I. A. O'Shaughnessy,
Recipient of the 1953
Laetare Medal.*



*Photo by Bachrach
Rev. Edmund A. Walsh, S.J.,
Vice-President of Georgetown.*

AD MULTOS ANNOS

★ **BROTHER THOMAS JONES, S.M.**, observed his sixtieth anniversary in the Society of Mary. He was born in Cleveland, Ohio, June 20, 1876, and made his first vows, March 25, 1893. At present he is teaching at St. Michael's School in Baltimore. He is especially well known as a trainer of altar boys.

★ **REV. ALOYSIUS SEITZ, S.M.**, observed the 25th anniversary of his ordination as a priest of the Society of Mary on March 25. He was born on Christmas Day in 1895.

★ **REV. BERNARD P. O'REILLY, S.M.**, pastor of Mary Help of Christians Church in Fairborn, Ohio, former president of the University of Dayton, and former provincial of the Cincinnati province of the Society of Mary, celebrated the golden jubilee of his ordination, April 14. He is a native of Rochester, N. Y.

HONORS AND APPOINTMENTS

Notre Dame Laetare Medal

I. A. O'SHAUGHNESSY, of St. Paul, Minn., and Golden Beach, Fla., an oil industry executive, has been named the 1953 recipient of the Laetare Medal by the University of Notre Dame.

In announcing the award, Rev. Theodore M. Hesburgh, C.S.C., president of Notre Dame, said: "In an age in which material prosperity has often been misused, Mr. O'Shaughnessy has particularly distinguished himself as one who understands and practices the Christian stewardship of wealth. His benefactions appear to be the largest made by any single person in the history of Catholic higher education in the United States. In addition to his many public distinctions, Mr. O'Shaughnessy adds the personal example of an outstanding family life."

Mr. O'Shaughnessy, organizer and president of the Globe Oil and Refining Company, of St. Paul, has provided generous financial support to the Church, to Catholic education, and to medical research. The recipients of his bounty include St. Thomas College at St. Paul, St. Louis University, the University of Notre Dame, the University of Minnesota, and several non-Catholic schools.

Great Cross of Merit

REV. EDMUND A. WALSH, vice-president of Georgetown University and regent and founder of the university's school of foreign service, received

the Great Cross of Merit, "Grosses Verdienstkreuz," the highest civilian honor bestowed by the Federal Republic of Germany. The cross was awarded to him on November 12, 1952, by the President of the Federal German Republic and was bestowed upon him ceremoniously, late in March, by Dr. Heinz D. Krekler, chargé d'affaires to the United States.

STUDYING COSTS OF CATHOLIC HIGH SCHOOLS

A team of investigators from the school of education of Fordham University, directed by Dr. Robert L. Burns, chairman of the division of educational administration, has been studying the costs of maintaining the high schools of a large eastern diocese, for two years.

Dr. Francis M. Crowley, dean of the school of education at Fordham, has issued an invitation to anyone familiar with the administration of a Catholic high school to attend a workshop course at Fordham from July 6 to August 14, for the study of these problems based on the results of Dr. Burns's survey and their own experience. One important phase will be the determination of an accurate formula to arrive at the per pupil cost of Catholic high school education.

In a letter to the bishops of the United States, Dr. Crowley says in part: "Constant intensive research has enabled us to refine certain objective and standardized methods for the calculation of per pupil costs in Catholic education. . . . The workshop will be of greatest value to Catholic pastors, principals, school treasurers, and their assistants. . . . It is the desire of the school of education to promote, in every possible way, the improvement of the Catholic school system."

The course, which will carry graduate credit, will be conducted by Rev. Joseph P. Owens, S.J., and Dr. Carmine C. Robusto, both of the Fordham school of education. Classes will meet Monday through Friday during the six weeks from July 6 to August 14.

The cross was presented to the noted Jesuit educator and foreign affairs specialist for his work immediately following World War II in encouraging the "exchange of persons and thoughts" between German and American institutions of learning "building up personal contacts between leading citizens of the United States and the Federal Republic of Germany."

Father Walsh served as a consultant on the staff of the U. S. Chief of Counsel at the Nuremberg trial during 1945-46 and has been instrumental in establishing the postwar exchange of professors and students between Georgetown University and German institutions.

Louisiana College Head

REV. EDWARD A. DOYLE, S.J., vice-president of Loyola University of the South, was elected new president of the Louisiana College Conference at its annual convention early in March. He succeeds John B. Wilson of Centenary college. The Louisiana College Conference is comprised of 18 Catholic and secular colleges and universities in southern states.

University of Detroit Award

REV. JAMES G. KELLER, M.M., founder of the Christopher movement, has been chosen to receive the American of the Year Award, an honor bestowed by the students of the University of Detroit.

Father Keller will receive the award at the annual spring carnival on May 1. There will be a nationwide radio broadcast of the ceremonies in which many of the stars who have assisted Father Keller will participate.

Vercelli Medal Recipient

MICHAEL L. ROCHE, of St. Monica's Parish, Philadelphia, has received the Vercelli Medal, the highest honor awarded to a lay member of the Holy Name Society. He has been a member of the H.N.S. for 50 years.

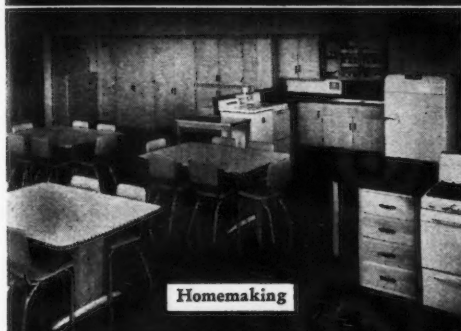
Christian Culture Medal

DR. CHARLES H. MALIK, chairman of the United Nations Commission on Human Rights, has received the 1953 Christian Culture Medal from Assumption College, Windsor, Ontario, Canada. The medal is awarded to an outstanding exponent of Christian ideals.

(Continued on page 42A)



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WRITE FOR LITERATURE



Plan an Efficient Playground

*William J. Duchaine**

Parents and teachers know that children must play. They know, too, that the usual results of a lack of facilities and opportunity for wholesome recreation are mischief and all kinds of disciplinary problems. The realization of that truth explains why not only groups of parents as such but various general organizations such as Holy Name Societies and fraternal organizations so frequently sponsor activities to raise funds to equip parish playgrounds.

A well-planned, well-equipped, and well-managed playground provides safe and healthful outdoor exercise for boys and girls. It is well to apportion the play area adjoining the school into three sections—primary, age 2 to 6; junior, age 6 to 10; and senior, 10 and older. Apparatus should be sized to accommodate the various age groups. Be sure to select strong, ruggedly built, safe equipment of approved design, free from mechanical gadgets or parts that require constant maintenance or supervision.

Tiny tots have a short attention span, so they must engage in many activities of short duration. These needs can be met by a variety of apparatus, permitting the youngsters to move from one unit to another. Swings, slides, and other units should be installed "in line" to conserve ground space for the essential free-play, organized-game areas. This plan provides a more orderly, more attractive appearance generally, with added safety for the children.

When equipping a new playground, the committee is advised to select first the basic units, such as swings, slides, castle towers or castle walks, seesaws and merry-go-rounds. Later on, whenever funds are available, the apparatus areas may be made more intriguing by adding giant strides, ocean waves, flying rings, horizontal ladders, parallel and trapeze bars. The basic playground devices should be sized as

follows for the primary, junior, and senior areas:

Swings: There will be swings with chair-type seats installed on a 7-foot high frame for the tiny tots, and 8-foot swings with safety rubber seats for the older primary children; juniors will need 10-foot high swings; seniors will want them 12 or 14 feet high.

Slides: Platform heights and chute lengths should vary for the age groups as follows: primary, 5-foot high platform, 10-foot long chute, or 6-foot platform, 12-foot chute; junior, 8 and 16 feet; senior 10–20 feet or 15–30 feet.

Castle Tower: It is natural, even though sometimes dangerous, for children to want to climb trees, telephone poles, and buildings. The castle tower satisfies this urge to climb, but in safety. It is sized to handle 20 youngsters on the 7-foot-high primary unit; 30 on the 7-foot 9-inch junior; and 50 on the 9-foot 9-inch senior.

Castle Walk: This unit provides the arm and shoulder muscle building exercises of the horizontal ladder as well as the climbing-play action of the castle tower. The primary unit has a 7-foot tower and a 6-foot walk; and the junior-senior, a 7-foot 9-inch tower and an 8-foot walk.

Seesaws: Portable seesaws, complete with steel pipe rocker-type frame, are available for nursery schools or tot lots where the smaller primary children play. They are built in two models, either 18 or 20 inches above ground. Seesaw boards for the junior area are made of select Oregon fir, 10 feet long, 10 inches wide; for the senior area, boards are 12 feet long, 12 inches wide.

Merry-Go-Round: The American ME-3 heavy duty or M-4 extra heavy duty merry-go-round could be selected as a basic unit for the entire playground area. These units can be propelled by one child while carrying capacity loads of 25 and 40 children, respectively.

*American Playground Device Co., Nahma, Mich.

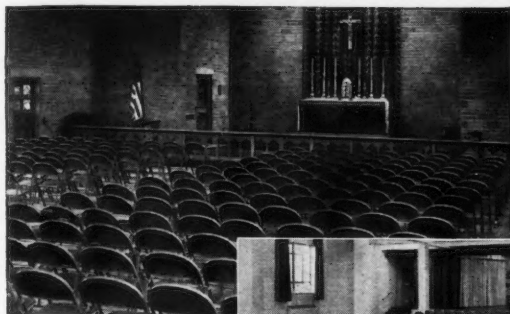


A Bulletin Board at the rear of a classroom at St. Hedwig Industrial School, Chicago 31, Ill. The central display features symbols illustrating the Sacrifice of the Mass. The drawings above the board illustrate the parts of speech. The pupils at St. Hedwig School have learned to devise such visual aids to education through their courses in art and handicrafts. The Felician Sisters are in charge of the school.

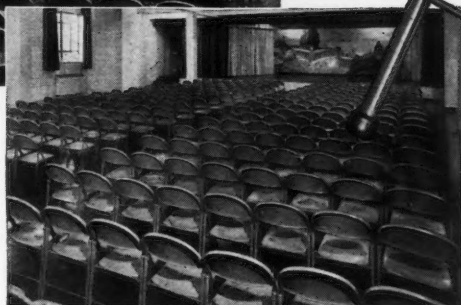
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Backed by 67 years of public-seating leadership! Tested by the industry's finest laboratories! Proved by more than 8 million chairs in thousands of installations—many dating back for years! There's just no "wear out" to American Seating's reinforced triangular-steel-tubing frames, with steel cross-braces riveted in from outside to outside of legs, and over-all rugged, durable design.

There's extra comfort in these wider, deeper body-shaped seats and wider, deeper, shoulder-fitting formed back panels. Church leaders like the freedom from any sliding or binding parts, the absence of all snagging, cutting, or soiling hazards. Light in weight, American folders are easy to carry and store, fold easily, quietly, compactly, and can't tip forward in use. Write Dept. 10.

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WORLD'S LEADER IN PUBLIC SEATING

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Manufacturers of Church, School, Auditorium, Theatre, Transportation, Stadium Seating, and Folding Chairs.

3 SEAT STYLES: Formed plywood with durable lacquer finish; shaped steel; or imitation-leather upholstered.

METAL PARTS are corrosion-resistant Bonderized; two-coat chip-proof beige baked-enamel finish.



HANDY STORAGE TRUCKS

Two styles above for general or under-stage use. Permit easy, convenient storage. Swivel casters, removable handles, ample capacity. Other styles available.

Clamps for Sectional Grouping permit fastening chairs in sections of two, three or four, one inch apart.

Steel Threshold available to lock chairs into position at ends of rows, 30" back to back, for three or more rows.

Just Imagine!

how titles like *Just Imagine* and
Guess Who will appeal to young readers

This same appeal is to be found throughout these books written with children's needs and interests in mind. Four-color pictures, short sentences, and controlled vocabulary are among their important features. Each has an accompanying Teacher's Edition and *Think-and-Do Book*.

Guess Who

is a junior primer designed especially for those few in each first-grade group who need an extra chance to succeed in the early stages of reading.

Just Imagine!

is a new transition reader for early Grade Four. The easy-to-read-stories about preadolescents for preadolescents help children take the big step from primary to middle grade level.



For information about the books of *The New Cathedral Basic Reading Program* and other Curriculum Foundation Materials write to

The Catholic Schools Department

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Chicago 11 Atlanta 3 Dallas 2 San Francisco 5 New York 10

New Books of Value to Teachers

Visualized Church History

By Sister M. Loyola Vath, O.P., Ph.D. Cloth, 367 pp., \$1.56; paper, 80 cents. Oxford Book Co., New York 3, N. Y.

This is a new edition, published in 1952, of a book which has enjoyed popularity since its original publication in 1942. The portions of the book describing recent developments of Church history in Europe and America have been entirely rewritten and brought up to date.

The plan is to apply the unit method to the study of Church history. There are seven units: The foundation of Christianity; the growth of Christianity; the ages of faith; the later Middle Ages and the Renaissance; Protestantism and the Counter Reformation; from the French Revolution to the present day; and Catholicity in America.

The *visualization* consists of drawings—symbolic or factual—which present a pictorial account parallel with the written ac-

count. Chronological tables in strategic places summarize the events narrated.

This textbook has served high school and college and convert classes, and would be ideal for private study by adults who would appreciate a brief and accurate summary of what they have picked up from various sources.

The Burning Flame, the Life of Pope Pius X

By Francis B. Thornton. Cloth, 216 pp., \$3. Benziger Brothers, Inc., New York 8, N. Y.

A story of the humble peasant boy, Giuseppe Sarto, admired by all who knew him as boy and man, who became Pope Pius X. Characteristics of simplicity, piety, and cheerfulness, evident from his boyhood, made the man who had all the necessary qualities of true manhood, and yet somehow transcended it. His excellence in studies right from the beginning of his schooling showed "Beppo" a most unusual scholar. Devotion to God, humility in his concern for others, and diligence in manual labor destined him for great things, in the eyes of his town's people.

And it was reluctantly, but with the firmness and insight of a man of the soil and an abounding sense of humor, that he took up the complex problems of the Papacy in the turbulent years preceding World War I. He never lost his simplicity of heart, his love for the poor: possibly his greatest work was to reach out to the downtrodden and to the children of the world and bring the Church closer to their hearts.

The author has based his work on authentic documents, many of which have not been available to American writers, previously. The result is an interesting biography of a saintly man, told thoughtfully and reverently.

Audio-Visual Materials: Their Nature and Use

By Walter A. Wittich, Ph.D., and Charles F. Schuller, Ph.D. Cloth, 564 pp., \$6. Harper & Brothers, New York 16, N. Y.

Carefully planned to serve as a text, this book describes audio-visual materials and shows not only how they are related to problems of instruction, but how they are most profitably used as implements of learning. The authors discuss fully the use of chalkboards, tackboards, field trips, globes, maps, charts, models, slides, filmstrips, 16mm. silent and sound motion pictures, radio, recordings, transcriptions, television, and tape recordings. Illustrations are profuse and effective, many being actual classroom scenes. Experienced and prospective teachers alike will find this comprehensive text both stimulating and highly practical.

Philosophy of Education

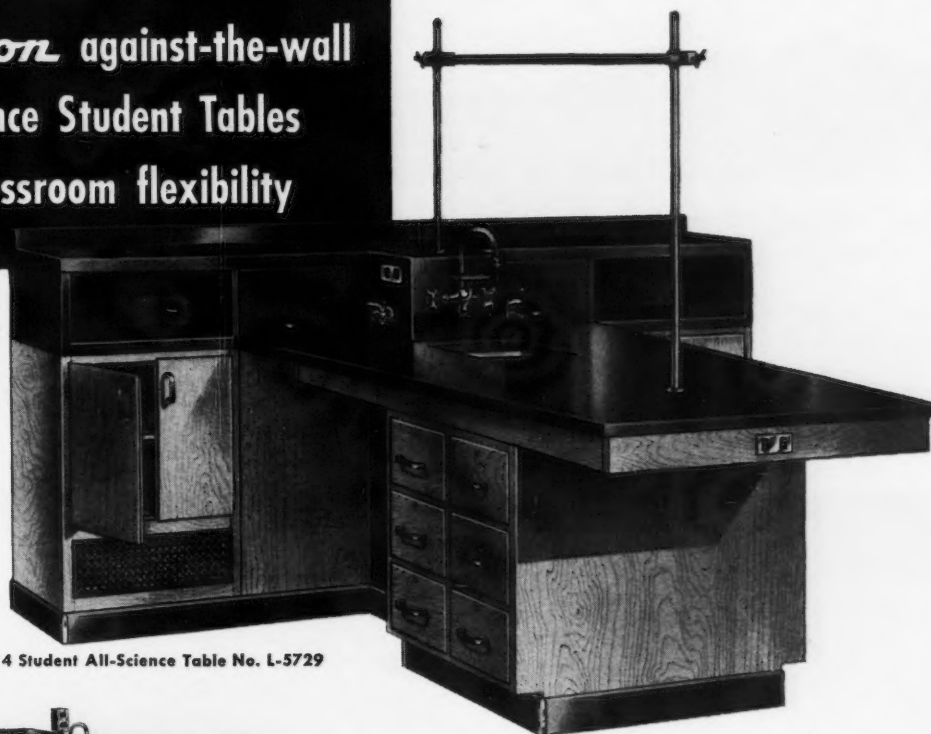
By Edward A. Fitzpatrick. Cloth, 477 pp., \$4. The Bruce Publishing Co., Milwaukee 1, Wis.

In this book the author aimed "to do for a religious humanism in education what Dewey's *Democracy and Education* did for naturalistic education."

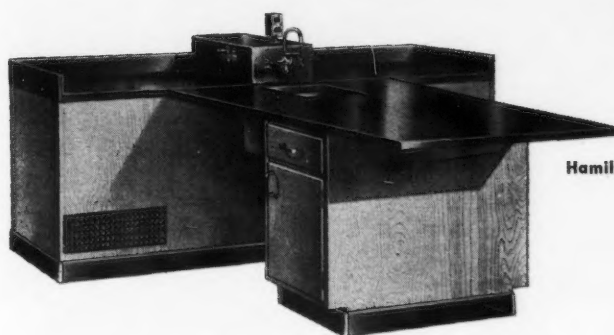
The eight sections under which the 35 chapters are organized indicate the nature of the content: The Nature of Education; The Nature of Man; Heredity, Environment, and the Individual; The Psychologizing of Edu-

(Continued on page 33A)

Hamilton against-the-wall
All- Science Student Tables
offer classroom flexibility



Hamilton 4 Student All-Science Table No. L-5729



Hamilton 4 Student All-Science Table No. L-5730

Shown here are two new Hamilton All-Science Student Tables that advance the trend to against-the-wall floor planning. These handsome, functional units leave the center of the room free for lecture, demonstration and home-room purposes. They bring new flexibility to your floor plans and new versatility to your classrooms, since they enable you to use science classrooms for teaching other subjects.

Hamilton has a lot to show you, a lot to tell you about new developments in their school equipment line. Plan a visit with your Hamilton representative soon. Let him show you how Hamilton's helpful free planning service will help you meet your particular laboratory requirements.

Hamilton Manufacturing Company

TWO RIVERS, WISCONSIN

The High School Problem

Today, a new high school must be planned and equipped to recognize the advancements in secondary educational practices and the school's community obligations. Four examples of how the nation's architects are meeting this challenge are here, in your

school progress report from Honeywell



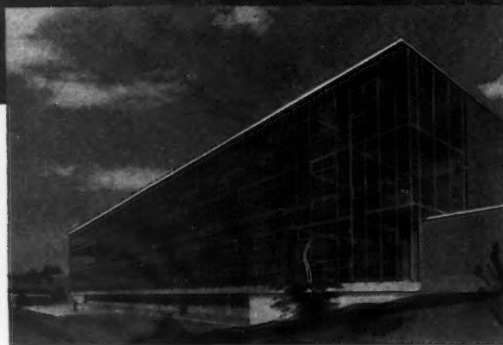
New Iowa school embodies significant departures in secondary school design

The plan of Keokuk's striking new Senior High School-Community College is attracting much attention! Its advanced design combines complete facilities for a modern high school, a fine community meeting place as well as provision for future expansion. The architects, following the campus concept, allotted facilities in four connected buildings: academic, industrial arts, administrative-community, and a gymnasium.

A fine cafeteria-auditorium will be a most practical means of providing facilities for community affairs.

Non-load-bearing concrete block partitions will be used between classrooms. They may be moved at low cost when expansion becomes necessary.

Architects-Engineer:	Perkins & Will, Chicago
Mechanical Engineer:	E. R. Gritschke, Chicago
General Contractor:	Lovejoy Construction Co., Des Moines
Mechanical Contractor:	Sid Smith & Company, Waterloo

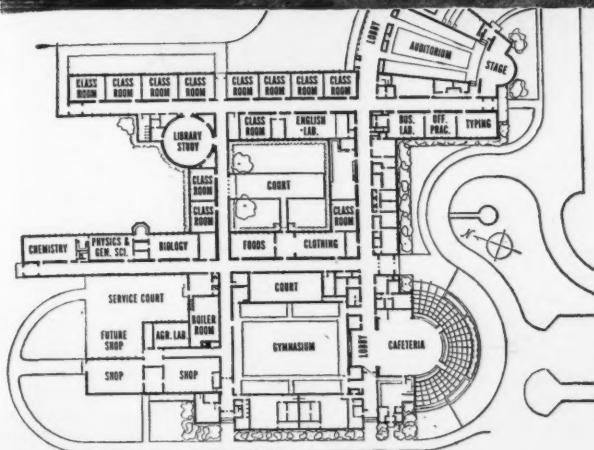


"Daylighting" design benefits corridors and classrooms

The south wall (above) of the academic building consists of beautiful, glass-walled corridors—which afford a spectacular view of the Mississippi River.

All classrooms face north, along the opposite wall, for ideal "daylighting." Additional daylight is "borrowed" from the sun-flooded corridors via inner wall strip windows. Inner rooms, like the library, get daylight from unique "sundomes" on the roof.

To complete the wonderful educational environment, each classroom will have Honeywell Individual Room Temperature Control. This insures constant comfort regardless of widespread use of glass. Honeywell Day-Night automatic controls will also be installed for fuel economy.



Well-planned new Junior High School completed in Tulsa

Citizens in Tulsa can point with pride to their new Alexander Graham Bell Junior High School. The public supported the entire cost of construction by floating a new bond issue—approved in a special bond election.

All facilities for academic, industrial arts and athletic events are included in the long "T" shaped building. Classrooms and corridors are bright and cheery. The gym and auditorium, available for community functions, are conveniently located at one end so classrooms will not be affected by noise and traffic common to this area.

Temperature and ventilation in the entire building are regulated by a modern Honeywell Control System, specifically designed for this school's requirements and including thermostatic control for each individual classroom.

Architects: Black and West, Tulsa
General Contractor: W. R. Grimshaw Co., Tulsa
Mechanical Contractor: Beardon Plumbing Co., Tulsa

MINNEAPOLIS Honeywell



First in Controls

How new Connecticut school benefits from excellent architectural planning

Children in Chester, Deep River and the Essex areas of Connecticut are now educated in Regional High School No. 4—one of the nation's most modernly designed and equipped high schools.

Wonderful community facilities are included. The gym, cafeteria, health unit, administrative area, art department and auditorium are all easily accessible for public use. The building is designed so it may be easily expanded.

The ingenious floor plan (at left) shows how courts and cross corridors divide traffic into alternate routes to avoid congestion. Related departments are located together to further reduce traffic.

The problem of temperature control was solved by dividing the building into four zones, providing each with its own Honeywell system. In addition, each classroom has Honeywell Individual Room Temperature Control for the ultimate in comfort. Economical Day-Night Honeywell Thermostats were specified to save fuel.

Architect: Ernest Sibley, West Hartford
Mechanical Engineer: Paul D. Harrigan, New Haven
General Contractor: Associated Construction Co., Hartford
Heating Contractor: Marino Plumbing & Heating Co., Middletown

Architect: Ernest Sibley, West Hartford
Mechanical Engineer: Paul D. Harrigan, New Haven
General Contractor: Associated Construction Co., Hartford
Heating Contractor: Marino Plumbing & Heating Co., Middletown



Senior High School, Pasco, Washington, serves dual purpose in community

Pasco recently filled the need for a new high school and a community auditorium with this modern school.

The well designed building houses 50 classrooms, a vocational shop, cafeteria, library, gym, and a modern auditorium that can be used for various community activities.

In keeping with the high standards set for the project, Honeywell Individual Room Temperature Control was used in all classrooms. The completely air-conditioned auditorium is controlled by a separate Honeywell System, which was carefully engineered to regulate accurately heating, cooling and humidity.

Architects: Wulff, Bishop & Ritter, Spokane
Engineers: Kendall M. Wood, Joseph Doyle, Spokane
Contractors: Warren, Little & Lund, Walter G. Meyers & Son, Spokane

For additional information on control systems for schools call one of the 104 Honeywell offices, located in key cities from coast to coast. Or write Minneapolis-Honeywell, Dept. CJ-5-94, Minneapolis 8, Minn.



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. . . scientific positioning of keyboard and controls, "Magic" Margin, "Touch Control," and all the famous Royal advantages.

But now comes the *new* Royal Standard, and it offers you all these features and several *more*.

1. "Magic" Tabulator. A roll of the hand, without moving fingers from the important guide-key positions, activates the "Magic" Tabulator. Speeds teaching of tabulation.

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3. Time-saver Top. A Royal exclusive. Press button . . . inside controls all instantly accessible. "Touch Control" within easy reach. Easy-to-get-at spools for ribbon changing.

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STANDARD • ELECTRIC • PORTABLE

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New Books

(Continued from page 28A)

cation; Method, Curriculum, and Tests (Pedagogy of Education); Education and Society; Organization in Education; Moral and Religious Education.

The parts and chapters progress in such a way that the reader gradually sees education in terms of what man is, what factors influence him, how he learns, how society influences him, and how education is organized. The placement of the last chapter, "Moral and Religious Education," seems to depart somewhat from the logical development of the book as a whole. Possibly the relative importance of this chapter, and the contemporary emphasis on moral and spiritual values which have no secure foundation, justify this climactic emphasis.

Each chapter begins with introductory questions, designed to stimulate and challenge the reader. Each chapter ends with succinct propositions containing the author's creed on the issues involved, and with further questions and problems. The extensive glossary is somewhat unique in such a book, and should help to prevent the foggy thinking that often results from careless use of terms.

Especially commendable features of this book are the many streams of knowledge the author brings to his book—history, theology, literature, psychology, sociology, science, administration, teaching, etc.; the nontechnical language and the unusual style in which it is written; the faithful adherence to a sound interpretation of the nature and dignity of man, and to the need for interpreting education in terms of the individual; the emphasis on self-activity of students—through challenging statements, questions, and the like; the unique analyses and interpretation of certain topics—vocational education, environment, experience, symbols, curriculum, character, administration, secularism, and others; and the high idealism in which teaching is held.

The essential principles of the book can be grasped by college seniors. The problems discussed, the issues involved, and the allusions made will be a challenge to graduate students.

Undoubtedly some will differ with the author on the organization and the content of this book. All should agree that *Philosophy of Education* will stimulate in students comprehensive, unified, and basically sound educational thinking—thinking which will convince them that teaching a child is not a matter of passing out "pedagogical pancakes," but a social act, worthy of the best of talents—*John P. Treacy.*

Society and Sanity

By Frank J. Sheed. Cloth, 274 pp., \$3. Sheed & Ward, New York 3, N. Y.

"Sanity," says Frank Sheed, "is a steady refusal to lose contact with *what is*." The sanity of Christian principle, governing man in relations with other men, is what the author examines in *Society and Sanity*. In order to do this, it is necessary to see man in relation to principle (man essential) and man in relation to his particular world (man existential); in other words, what man is and how he evidences this *whatness*. The purpose of the book then, as the author states in the first chapter, is to

confirm the Christian view of man by reflection upon human experience.

The prime purpose of the text being not to prove these views but to confirm their validity, it is necessary to assume that these principles have been set up previously in the minds of the author and the reader. This is what Mr. Sheed does in his analysis of man, marriage and the family, the nature of sex, the nature of society and the state, law, and love.

This book is, then, not so elemental as to satisfy the reader searching for the basic proof of Christian principle (that is not the author's purpose), but it offers much to solidify and strengthen the principles of those already blessed with the gift of faith.

What lies behind a famous trademark in education?

AUTHORSHIP

Willis W. Clark
Louis P. Thorpe
Ernest W. Tieg
T. W. MacQuarrie
J. Wayne Wrightstone
Edwin A. Lee
Georgia Sachs Adams
David Segel
and many others



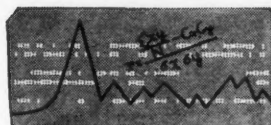
DESIGN

Raymond Loewy, head of internationally famous Raymond Loewy Associates, designers for Studebaker, Frigidaire, others.



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educational and psychological measurement
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such nationally recognized and accepted instruments as the California Test of Mental Maturity, the California Achievement Tests, the California Test of Personality, and the Occupational Interest Inventory.

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Rectitude

By Antonin Gilbert Sertillanges, O.P. Cloth, 244 pp., \$2.95. McMullen Books, Inc., New York 7, N. Y.

This new volume of spiritual meditations by the distinguished French Dominican is permeated with the same sparkle and tang that characterized the author's *Recollection* and *Kinships*. Each thought considered emerges as a gem under the profound and beautiful treatment accorded it by Father Sertillanges. Aspects of Integrity, Humility, Charity, Work and Leisure, Temptation, Sin, and Our Aids are discussed in 67 sections. The Dominican Nuns of Corpus Christi Monastery, Menlo Park, Calif., have done us a great service in translating this, and the other volumes, of "meaty" spiritual reading.

At Last!

For Classroom Use Staff Meetings Lectures

A TABLET ARM CHAIR

THAT FOLDS!



The Greatest Advance in the History of Folding Chairs

The Tablet arm is a built-in feature of the chair itself—strong, easy to operate, a marvel of engineering ingenuity (patent pending). For ordinary chair use, when the arm is not needed, it folds down out of the way beside the chair. It folds flat against the chair for quick, safe stacking, the folded depth being only 3". Chair folds and unfolds in seconds. Exceptionally easy to get into and out of.

Built throughout with all the famous Clarin quality construction, the Tablet Arm Folding Chair will give years of faithful service. Supremely strong—X-type — self-leveling — welded to insure exceptional strength and quietness. Its exclusive Clarin rubber-cushioned feet can't mar the finest floor. Comes with Clarin's famous reinforced seat of 5-ply plywood, or in fine quality leatherette on seat and back, or on seat alone. Wide range of frame and upholstery colors.

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4640 W. Harrison St., Chicago 44, Ill.

Write today on your letterhead for beautiful, New FREE Catalog showing this amazing chair, together with Clarin's complete line of steel folding chairs for every purpose.

Clarin



SINCE 1925 . . .
THE ARISTOCRAT OF FOLDING CHAIRS

National Catholic Kindergarten Association

4th Biennial Convention

Hotel Sherman, Chicago, Ill., May 15-16

The United States opened its first kindergarten in 1855 when Mrs. Carl Schurz opened her kindergarten for German-speaking children in Watertown, Wis. Five years later Miss Elizabeth Peabody and her sister, Mrs. Horace Mann, experimenting with an English-speaking kindergarten in the city of Boston. These kindergartens challenged farsighted individuals and brought visitors who were anxious to discover whether young children might really be educated. One of these visitors was Superintendent Harris of St. Louis who introduced kindergartens into his city in 1873.

Chicago's first Catholic kindergarten was opened in 1893 at St. Patrick's Academy. By 1938 Chicago boasted of 73 Catholic kindergartens. In 1940 there were 123; today the number exceeds 200.

The National Catholic Kindergarten Association was formed in 1944 with Sister Mary Imelda, O.P., as president. In its infancy it functioned as a state association, but today it has become national in its scope having a representation from 43 states. Present headquarters are in Chicago with Sister Mary Francine, S.S.C., president; Sister Mary Celine, R.S.M., first vice-president; Sister Rosarita, O.P., second vice-president; Sister Mary Samuel, S.N.D., corresponding secretary; Sister Helen Francis, O.P., recording secretary; Sister Mary Guiseppe, R.S.M., treasurer; Sister Mary Joan, S.S.M., financial secretary, Miss Mae T. Kilcullen, historian.

There are state units functioning in Milwaukee, Wis.; St. Paul, Minn.; Chicago, Ill.; Springfield, Ill.; Perry, Okla.; Des Moines, Iowa; and Kansas City, Mo. A new state unit is being formed in Philadelphia, Pa., under the guidance of Brother Azarias, F.S.C., La Salle College, whose enthusiasm and interest in this particular field is admirable.

A Catholic Kindergarten Magazine

The official organ of the association is the *National Catholic Kindergarten Review* which is issued quarterly. Within the past two years it has been completely revised and set up under a new format by Sister Mary Carmel, O.S.F.

The present officers have issued letters, bulletins, seasonal practical aids, and supplementary material. They have printed two sets of 12 religious illustrations suitable for reli-

gious instruction. They have brought the membership up from 1000 to 1700.

The Holy See expressed considerable interest in the World Organization for Early Childhood Education; therefore, Rt. Rev. Msgr. F. G. Hochwalt, N.C.E.A. Secretary-General, recommended that a delegate be sent to Mexico City for the convention. Miss Clare Cresap, Clovis, N. Mex., represented the N.C.K.A., August 10-16, 1952.

In 1952 at the N.C.E.A. convention in Kansas City, Sister Mary Hortense, B.V.M., Des Moines, Iowa, and Sister Mary De Pazzi, C.S.J., Pittsburg, Kans., gave two reports. In 1953 Sister Mary Gertrude, S.C., Dumont, N. J., and Sister Jean Patrice, C.S.J., Philippine Islands, participated in Atlantic City at the kindergarten sectional meeting of the N.C.E.A.

A Consultation Department was organized for the sole purpose of offering assistance to those in need. All members were entitled to write to Sister Mary Celine, R.S.M., for advice in the field of kindergarten education.

State Units

State unit workshops and meetings dealing with the problems of the kindergarten child have helped the teachers in the formation of the child to live supernaturally in Christ.

Biennial conventions have been held since 1947. The first, headed by Sister Mary Imelda, O.P., met at Providence High School in Chicago; the second convened at Immaculata High School, Chicago, in 1949 with Sister Imelda, O.P., as president; the third at St. Gregory Parish, Chicago, under the guidance of Sister Mary Agnes Clare, C.H.M.

Fourth Convention Announced

The Fourth Biennial Convention is scheduled to meet at the Hotel Sherman in Chicago, May 15-16, where outstanding speakers will discuss the spiritual, physical, emotional, intellectual, and social needs of the kindergarten child.

Under the patronage of His Eminence Samuel Cardinal A. Stritch, whose personal interest and support has been a source of encouragement to the members, the Archdiocese of Chicago is happy to welcome all delegates to the N.C.K.A. Convention. Preparations have been made to make it an enjoyable and profit-

(Concluded on page 36A)

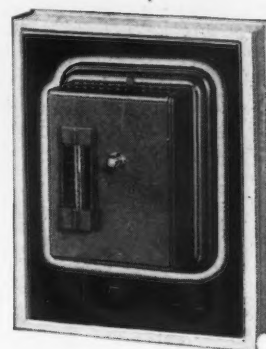
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TEMPERATURE
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problem . . .



St. Michael's Grade School, Beaver Dam, Wisconsin. John J. Flad and Associates, architects and engineers, Madison, Wis.; Walter B. Niehoff & Sons, heating contractors, Watertown, Wis.

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SCHOOL
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Low operating costs and modern comforts are "musts" in planning today's school buildings, large or small. Wise planning and thrifty management are necessary in order to get the greatest return from each budget dollar which is spent. That is why a Johnson *Dual* system of automatic temperature regulation was installed in St. Michael's Grade School at Beaver Dam, Wisconsin.

With Johnson *Dual* Control, the thermostats in each room throughout the building are reset, from a central point, to maintain reduced economy temperatures after regular school hours. Yet, if one or more rooms are occupied during the hours of reduced temperature operation, merely pushing a button on any of the Johnson *Dual* Thermostats will

reset that particular room to normal daytime temperature. The reduced economy temperatures prevail in all of the unoccupied rooms.

Thus, Johnson *Dual* Control offers the ultimate in modern room-by-room automatic temperature regulation—and at a much lower fuel cost. In any school building—large or small—old or new—Johnson Control is equally adaptable to all types of heating and ventilating installations.

If you are planning a new building, or modernizing an old one, have your architect or engineer consult a nearby Johnson branch office about *your* temperature control problems. There is no obligation. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.

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Kindergarten Association

(Concluded from page 34A)

able weekend. His Eminence will celebrate the opening Pontifical Mass at Holy Name Cathedral in Chicago at 10:00 a.m. on May 15. The general session will convene with a luncheon in the grand ballroom of Hotel Sherman at 12:00.

The Program

The coming program in Chicago will include, besides general meetings and featured addresses, many sectional meetings discussing such subjects as folk dancing and rhythm techniques, physical and mental health, storytelling and dramatics, rhythmic and creative expressions, psychological principles of readiness, child growth through art, audio-visual aids in the kindergarten, Catholic child guidance, and religious instruction.

A registration fee of \$2.50 entitles delegates to the Friday luncheon and various other privileges. The editors of the CATHOLIC SCHOOL JOURNAL suggest that you write for further information to Sister M. Luella, C.S.J., 2744 West Pershing Road, Chicago 32, Ill.

Teaching With the Feltboard

Arthur C. Stenius*

Any teaching device that makes learning easier and more lasting is a valuable instructional tool. The feltboard is just such a tool. Some teachers are more familiar with this device under other names such as the flannelgraph, but whatever the term, the principle is the same—a board covered with a type of cloth to which other pieces of the same material will adhere.

Children love to work with this type of board. Teachers find that their instruction is more effective when such boards are used. They also like this teaching device because there is so little fuss or muss in using it. It can be set up in less than a minute. The cutout sets are always ready for use, and even when children have used them for some time, it is an easy matter to get the cutouts back together to be put away for their next use.

Feltboards seem to have an advantage over other types. Felt is a pressed, rather than a woven material. It can be cut, therefore in the same way that one cuts paper. It will not ravel. Any form that can be cut from paper can be cut from felt just as easily. Also, just as one can draw or paint upon paper, he can do so

(Concluded on page 44A)

*Directing Audio-Visual Material Consultation Bureau, Wayne University, Detroit, Mich.

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UNDER TRAFFIC!

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is a premium-quality floor wax for general use, sold with the guarantee that, regardless of price, *no competing floor emulsion wax will outwear it!* Easily applied, DOLCOWAX leaves a beautiful, lustrous film, hard and durable, which actually *improves* in lustre under foot traffic.

DOLGE has a floor finish for *every* specific purpose. If you have a special floor maintenance problem, your Dolge Service Man will gladly demonstrate the *correct* finish. No obligation, of course.

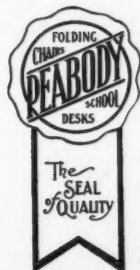
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large roomy bookbox (18" x 24")
strong pressed steel pedestals
solid northern hard maple top
available with lifting lid bookbox.
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heavy birch plywood bonded with hard maple
available with large book compartments
table top and heights sized for
every need—kindergarten thru college.
- Typing table with strong
pressed steel pedestals
solid northern hard maple top (18" x 30")
standard table height 27".
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- Swivel chair with 3" height adjustment
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posture forming movable back
available with casters.

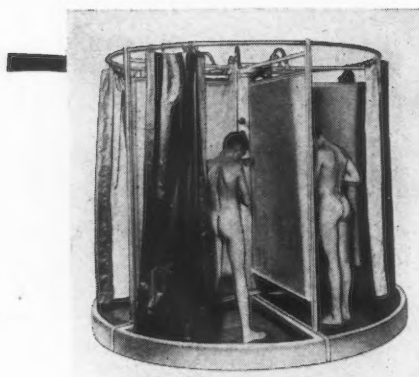


"Celsyn" finish resists
marring and scratching.
Engineered color
harmony "Suntan."

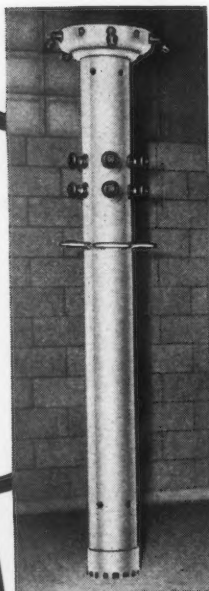
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Bradley Showers well meet all the requirements for quick, healthful, convenient showering. They are made in 3-stall and 5-stall units which are shipped partially assembled for fast installation, and they reduce piping and piping connections one-third to one-fifth because one hot water, one cold water and one drain serve 3 to 5 stalls.

Arrangement suggestions are included in new 12-Page Booklet, "Washroom Layouts." Copy free on request. BRADLEY WASHFOUNTAIN CO., 2279 W. Michigan Street, Milwaukee 1, Wisconsin.

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BRADLEY
multi-stall showers

Distributed through Plumbing Wholesalers



St. Joseph's School

(Concluded from page 169)

500-watt bulbs in the gymnasium. In each classroom is a germicidal lamp to sterilize the air.

The fire-alarm system has 21 stations and 19 warning horns. There are 38 clocks, including those in the old school building, all controlled by the master program clock. A complete public-address system is in operation. Another electrical device is the hand drier — 13 of them in the washrooms.

Costs and Personnel

The building which will accommodate about 850 children of elementary and junior high school grades (1-9) was erected at a cost of \$805,067, or about 66 cents per cubic foot exclusive of fees and equipment. Cost of equipment was about \$55,000.

The architect who designed this "custom-made" building is George Narovec, of Appleton, a member of the parish.

St. Joseph's Parish is in charge of the Capuchin Fathers. Rev. Peter Hesse,

O.F.M.Cap., is the present pastor who recently succeeded Very Rev. Alphonse Heckler under whom the school was erected.

The School Sisters of Notre Dame are in charge of the school.

Building News IN CALIFORNIA

Pius X High School, Paramount

A U-shaped two-story building is now under construction to provide a co-educational high school for the area southeast of Los Angeles. It will accommodate 600 students when it opens this fall.

The structure will have 16 classrooms, a chapel, library, offices, and facilities for commercial, science, and homemaking departments. An unusual feature will be the chapel, or oratory, which will be an integral part of the main building. The elastic building plan of the architects will lend itself to future additions as they are needed. Eventually, the plant will include complete indoor and outdoor facilities for more than 1000 students.

IN KANSAS

St. Mary's of the Plains, Dodge City

Formal dedication of St. Mary's of the Plains College and Academy was held on March 7, 1953. The dedication climaxed years of planning and months of construction work to replace the building destroyed by storm in 1942.

The academy is located on a 160-acre tract, the building designed in contemporary style. The exterior is of light salmon-colored brick and trimmed with cut stone and aluminum. The academy section is a four-story structure with the east half of the second and third floors being devoted to the girls' dormitory. This section accommodates 80 boarding students. The west half of the third floor is devoted to the convent.

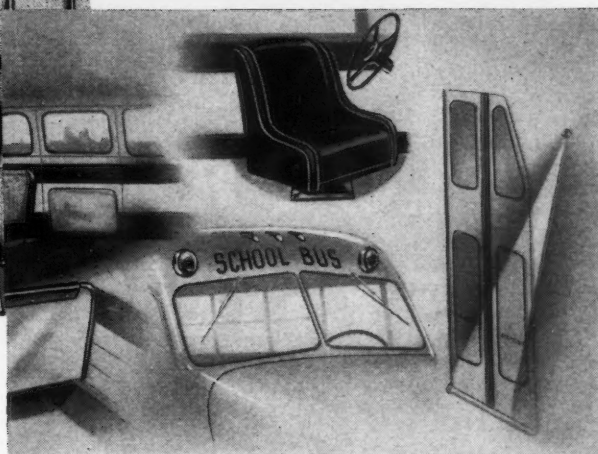
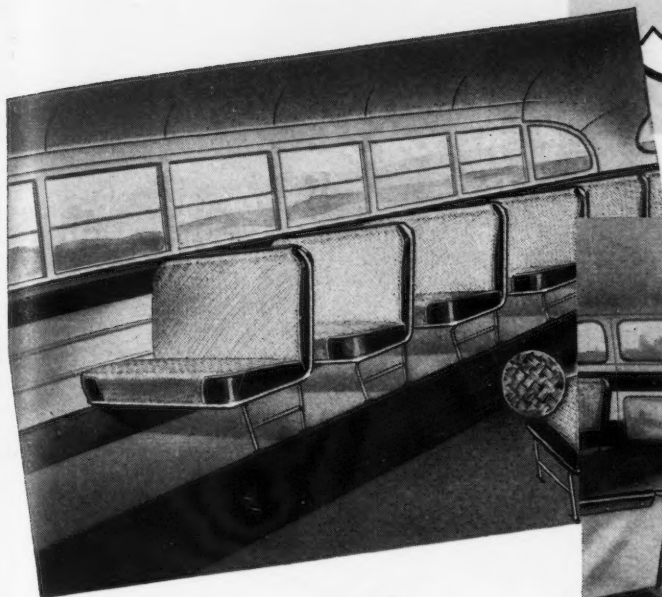
Because of pressing demands for more boarding space, two spacious lobbies, which had been planned for lounges, have been temporarily converted into dormitories. With these the school will be able to provide living facilities for 160 boarding students.

The remainder of the academy building consisting of the ground, first and the west half of the second floor is devoted entirely to the educational needs of the institution with all the necessary additional facilities required for a modern college. This section accommodates a total enrollment of about 300 with approximately 220 students being day students. Facilities for high school and college courses are offered on a co-educational basis. The educational section of the building is designed to offer a well-rounded curriculum in liberal arts and sciences. In addition, music, art, home economics, business administration, industrial arts, and other courses are offered.

The west wing contains a large cafeteria

(Concluded on page 41A)

MORE SAFETY 5 WAYS



with **Oneida** "COLOR-COMFORT" INTERIORS

New "Color-Comfort" interiors in sparkling shades of green with cream piping stay new-looking for years—but that's not all! Check these safety advantages:

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- **ONEIDA "COMFORT-DRIVE" SEAT.** Driver comfort and visibility are vital safety factors. That's why the "Comfort-Drive" seat adjusts 4 ways . . . up, down, backward,

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- **BIG WINDSHIELD AREA FOR GREATER SAFETY.** Windshield styling reduces reflection and glare; increases visibility. Narrow pillar assures maximum vision in any weather. Tinted glass (optional at extra cost) cuts driver fatigue.

To convince yourself, send for new, colorful brochure on "Color-Comfort" Safety Interiors. Mail coupon today!

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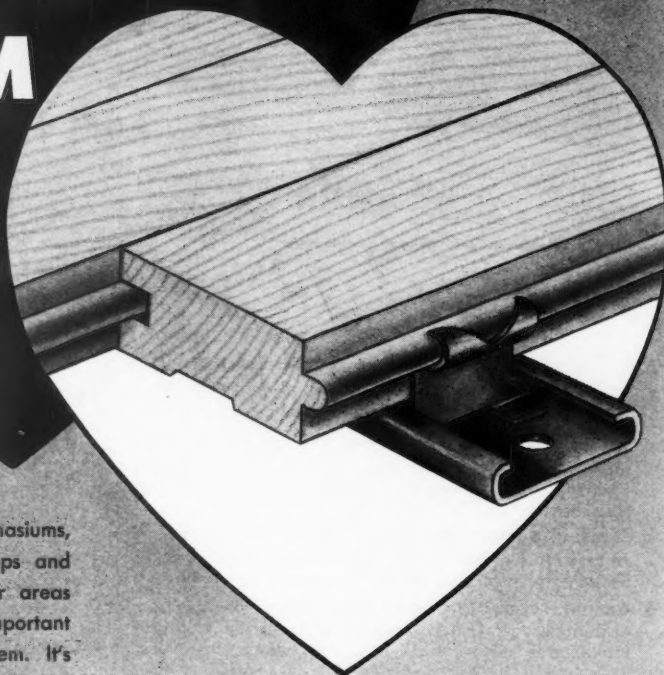
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The HEART of the **LOXIT FLOOR-LAYING SYSTEM**



*I*nstallations all over America—in gymnasiums, field houses, auditoriums, ballrooms, shops and other buildings having large wood floor areas laid on concrete — are proving the important advantages of the Loxit Floor-Laying System. It's SO simple — SO practical! You see the "heart" of the Loxit System in the illustration above. Only three parts are needed: a channel with turned-in edges, a uniquely-designed clip, and the anchor for securing the channel to the concrete. This simple mechanical wood floor laying system requires NO nails, NO wood sleepers and NO adhesives. It limits expansion and compensates for contraction. The result is a floor which remains permanently beautiful with a minimum of maintenance.

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FLOORS ARE IMPORTANT — CONSULT YOUR ARCHITECT

LOXIT SYSTEMS, INC.

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Building News

(Continued from page 28A)

and kitchen on the first floor with a large laundry below. The large chapel on the second floor of the west wing gives a pleasant break in the continuity of the academy section of the building because of its bell tower which extends 113 feet above the ground, forming an imposing landmark seen from a distance. At the base of the tower the Holy Family is depicted in bas relief on a stone panel. The chapel wing and academy building are designed in reinforced concrete and structural steel to withstand the most violent of storms, winds, and hurricanes, and is fireproof.

The heating and ventilating is of the highest type, and offers the maximum of comfort and dependability. Air conditioning is supplied in the chapel. The lighting is a combination of fluorescent and incandescent lighting.

The academy and college is operated by the Sisters of St. Joseph.

IN MISSOURI

St. Francis Borgia High School, Washington

Dedication of the newly completed \$460,000 additions to St. Francis Borgia's High School, in Washington, Mo., took place March 15, 1953. More than doubling the capacity of the high school plant, the new additions include a 12-classroom south wing, and a gymnasium-auditorium west wing. They adjoin the original two-story, brick high school that was completed in 1934.

The south wing, which was opened for the beginning of school last fall, includes a choir room, library, home-economics department, and cafeteria with facilities for serving 600, in addition to the 12 classrooms.

The west wing is devoted entirely to the auditorium-gymnasium, and boasts a seating capacity of 720.

School Sisters of Notre Dame staff the school.

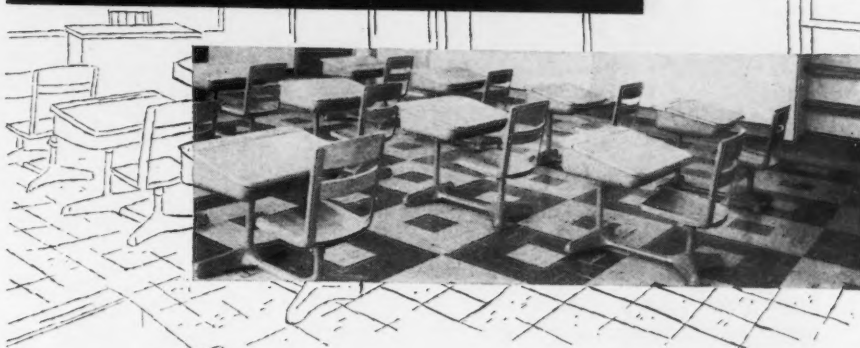
IN WISCONSIN

St. Francis de Sales, Lake Geneva

The new St. Francis de Sales school was dedicated and completed in time for opening of the fall term, last year. Built on two levels because of sloping terrain, the L-shaped building houses 8 classrooms, a meeting room, and a gymnasium. The exterior walls facing the street are brick bonded with tile block.

The upper level includes the 8 classrooms, superintendent's office, washrooms, and closets. The classrooms are designed for complete comfort and have both natural and artificial lighting. All windows are glazed with Thermopane glass. Classroom interiors feature pleasant color schemes of pastel pink, blue, green, and yellow, with natural redwood trim. Chalkboards are of new light green material.

Modern • Outstanding



SEATING BUILT TO THE PUPIL'S NEEDS . . .

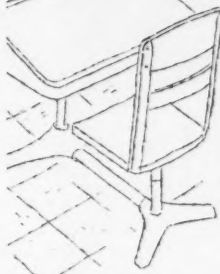
From the first plan through the finished product, the basic design of this outstanding Sterling seating is the pupil's need. Strength, durability, stability, practicability, beauty — all important as they are, come after the pupil has first been served.

Sterling desks thus are built big enough for children to grow in. Compare the wider and deeper seats and the generous backrails, curved and formed to support growing young backs properly and in comfort.

Oversize writing tops provide more than adequate working surfaces and larger, roomier book boxes hold all books and classroom tools with room to spare.

You, too, can make your first thought the pupil's need. If you are planning on refurbishing a room or outfitting a new school, you should get the details on Sterling D7000 desks at once.

Write today and ask for Sterling Catalog 553.



**All Types of
Classroom Seating**
Movable Desks
Chair Desks
Tablet Arm Chairs
Classroom Chairs
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Teacher's Desks
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CHICAGO 16, ILLINOIS

The modern classroom seating is adjustable to fit each student, assuring comfort and correct posture. Each room has a thermostatically controlled air conditioning unit.

The lower level consists of an entry hall, boys and girls shower rooms, two large store-rooms, kitchen, meeting room, and gymnasium. The gymnasium is 40 by 60 feet with a 20-foot ceiling; it has an inlaid basketball court in asphalt tile. The kitchen is fully equipped with modern equipment. Walls throughout the building are lightweight concrete block and all ceilings are of acoustical tile.

Rev. James F. Manley is pastor of St. Francis de Sales parish.

Never should parents or teachers attempt to motivate the boy by belittling his ability or depreciating his efforts. It is equally bad technique to compare him with others who may be more fortunate in their studies or play or work. Positive attitudes cannot be cultivated by negative methods. — *Father Wegner* in "Boys Town Times."



IN BETTER SEATING BY *Arlington*

There is something about a classroom equipped with Arlington Seating you instinctively like.

Perhaps it is the symmetry of line. Perhaps it is the warmth of the finishes or possibly visible evidence of quality in every detail.

Your impression is not just a happy coincidence but the natural response to seeing anything that has been exquisitely and perfectly made.

Arlington school seating design is one of the important points you will want to remember when you next order new or replacement equipment. For information about the complete Arlington line write for Catalog No. 52.

Arlington

SEATING CO.



ARLINGTON HEIGHTS, ILLINOIS

Catholic Education News

(Continued from page 170)

New Superior General

BROTHER OSWALD, C.F.X., is the new superior general of the Brothers of St. Francis Xavier. A native of South Dakota, he was formerly superintendent of the Working Boys' Home in Newton, Mass.

Rerum Novarum Award

MARTIN P. DURKIN, U. S. Secretary of Labor, has received the fifth annual *Rerum Novarum* award from St. Peter's College, Jersey City, N. J.

REQUIESCANT IN PACE

● BROTHER EUGENE, O.S.F., of St. Francis College, Brooklyn, N. Y., died, March 6, at the age of 77.

Brother Eugene was born in County Tipperary, Ireland, and entered the Franciscan Brothers' Juniorate in Mt. Bellew, County Galway, Ireland, and was later transferred to the American mission.

During his nearly 60 years of teaching, Brother Eugene compiled several textbooks for elementary schools, notably *The Brooklyn Catholic Speller*, a Bible and Church history, and books on penmanship. He assisted Msgr. McClancy, the diocesan superintendent, in formulating the syllabus for the schools of the Diocese of Brooklyn. He was a member of the board of trustees of St. Francis College and received honorary degrees from St. Bonaventure University and St. Francis College. He was a member of the advisory committee for the CATHOLIC SCHOOL JOURNAL.

● BROTHER OSMUND, C.F.X., fifth provincial of the American province of the Xaverian Brothers, died March 10, 1953. He held office as provincial from 1928 to 1934. From 1934 to 1947 Brother Osmund was one of the assistants to the superior general, first at Bruges, Belgium, and after at the removal of the generalate to Rome. Among other offices he held were those of supervisor of schools and director of the juniorate at Peabody, Mass.

● DR. CHARLES C. CONROY, professor of history at Loyola University, died March 21, 1953. He was graduated from St. Vincent's College in 1902, immediately joined its faculty, and had been teaching at Loyola since it was established as a successor to his alma mater. From 1911 to 1926 Dr. Conroy edited *The Tidings*, Los Angeles Catholic newspaper, and in 1929 was made a Knight of the Holy Sepulchre by Pope Pius XI. He was 71.

● BROTHER LAWRENCE SIXTUS, F.S.C., former president of the old Christian Brothers' College in St. Louis, died March 8, 1953, at the age of 76. Brother Lawrence served as president of old Christian Brothers' College from 1908 to 1916, when it was destroyed by fire. He also served as dean of St. Mary's College at San Francisco, and St. Mary's College at Winona, Minn. He had entered the order in 1892.

● BROTHER ADELPHUS PATRICK, F.S.C., president of Manhattan College from 1932 to 1938, died March 26, 1953. He had directed St. Joseph's Collegiate Institute, Buffalo, from 1930 to 1932.

(Concluded from page 46A)



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Try 24 Sylvania Fluorescent Lamps of any popular type. If they don't give more light and maintain color and brightness for a longer time than any other brand, send them back with your signed Certificate of Assurance and your money will be refunded.



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The Feltboard

(Concluded from page 36A)

on felt. For these reasons, teachers find that in using the feltboard they can make much of their own needed materials.

Commercially prepared feltboards and cut-out sets are available. In most instances they will meet a teacher's needs since sets of all types are offered for sale. The feltboard is not restricted to use in any one curriculum area, nor on any one grade level. Cutout sets are available for using in teaching such a variety

of subjects as arithmetic, reading, spelling, music, sports, and social studies. The feltboard has been used for a long time as an aid in storytelling and its use in teaching basic subjects is no less effective. Number concepts are much more easily understood when a teacher uses a feltboard for demonstration purposes.

One of the chief values of the feltboard is its appeal to youngsters. It stimulates pupil participation. It also gives wide variety to certain types of drill work. Further, such drill work becomes fun, a characteristic that always is an aid to learning.

Because felt cutouts will stick to each other

as well as to the feltboard itself, this medium is especially effective in teaching fractional relationships. Children can actually see the difference between such parts as a fifth and a sixth of a given whole. Such concepts as, "A fractional part grows smaller as the denominator grows larger," are readily accepted by children when they can actually see that eighths of an item are smaller than sixths of the same item. Also, with the feltboard it is easy to visualize the equality of two fourths and three sixths.

Films Accepted as Aid to Education*

The startling growth of audio-visual education is beginning to impress itself on the public mind in terms of the need for further growth if all America's 32,000,000 school children are to have equal opportunity in the classroom.

Audio-visual education has become a giant industry compared with the pioneering days. Today, if you take into account all factors of production of films, projectors, screens, recorders, records, and similar items, the industry is producing more than quadruple what it did even as recently as 1946 — and this takes no account of such items as teacher salaries, audio-visual directors' pay, and the like.

Yet against those figures of growth must be projected the need. It has been estimated that the number of projectors in American schools at all levels is somewhere near to 100,000, although nonauthoritative figures are obtainable. Assuming a reasonable degree of accuracy, compare that with the total number of schools in America — about 200,000, allowing for consolidations. Obviously, assuming one projector per school, that leaves at least half the schools with no projector. And some school systems, such as New York and Chicago have hundreds.

Films are a similar case in point. There is a greater number of titles in existence than ever before. Encyclopaedia Britannica Films, Inc., a leading pioneering producer, has more than doubled its offerings in the past six years — and still estimates that there is a need for a minimum of 1500 titles to correlate adequately with all phases of the curriculum. And since the war, the number of producers has grown to 200.

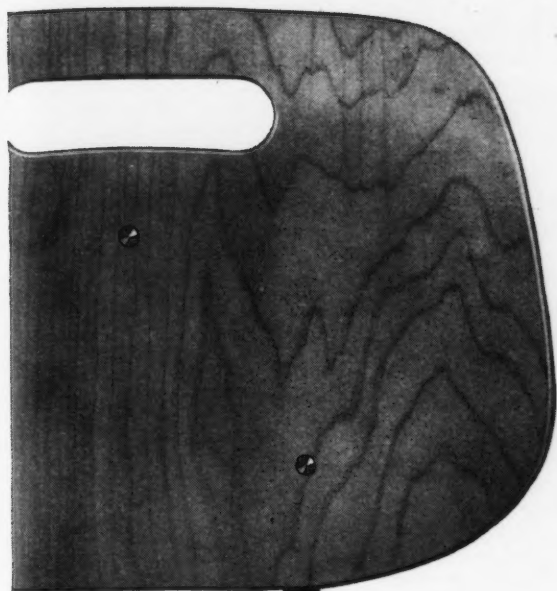
Remarkable Growth

In other words, audio-visual education has ceased to be a "frill" and is now an accepted part of the toolroom of teachers. This is essentially a development of the post World War II years. Audio-visual instruction had its formal beginning in 1904 when New York

(Continued on page 46A)

*Editor's Note. This article, prepared by Encyclopaedia Britannica Films, Inc., presents a striking picture of the growth of educational films now being produced by about 200 organizations.

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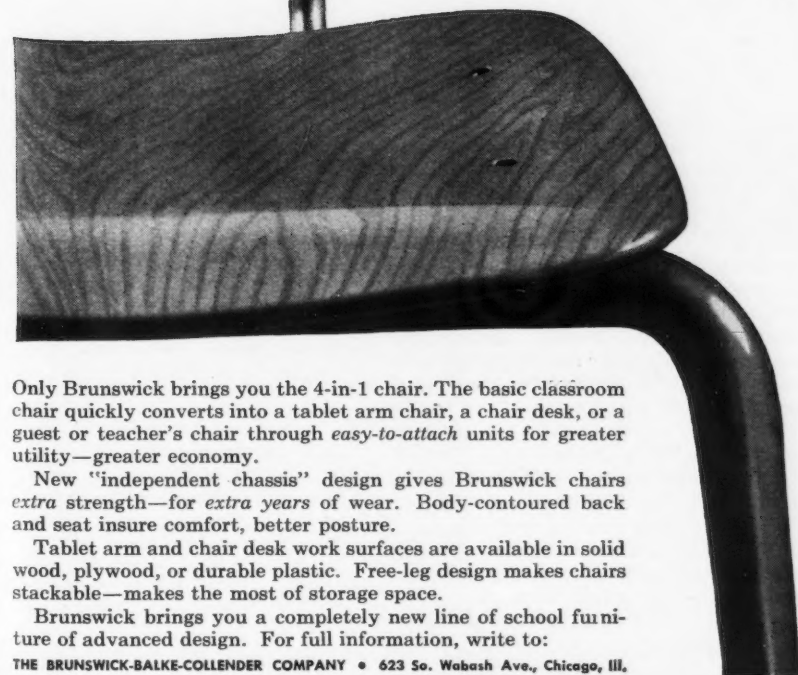


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Films as Aids to Education

(Concluded from page 44A)

State established a department of visual education to distribute lantern slides—magic lanterns. It took more than 22 years before the second department was established (in 1926) in Ohio. And then it took until 1940 before the other state departments in Virginia and Delaware, were organized.

Obviously a great deal of pioneering work had to be done. Leading educators had long been convinced of the potentialities of the motion picture for instruction; and when American Telephone and Telegraph added sound to film in the dizzy twenties the conviction grew. Through an AT&T subsidiary, Western Electric, Electrical Research Products, Inc., which later became Encyclopaedia Britannica Films, Inc., was organized to develop this field.

It became apparent that, through the work of Dr. V. C. Arnsperger, Dr. Melvin Brodshaug, and others the 35mm. theatrical film was not well suited to education because its fundamental purpose was entertainment. ERPI reached the conclusion that the guiding purpose had to be education, with entertainment values entirely subordinate and incidental. In addition, projection equipment for 35mm. was bulky and cumbersome; and while it might have been mobile—if you had a truck—it certainly was not portable in the classroom sense.

Proceeding on this basis ERPI pioneered the production of the 16mm. educational motion picture. Its work was sound; some of its first films like "Molecular Theory of Matter," "Beach and Sea Animals," "Heart and Circulation," and others are still in demand because of their intrinsic educational soundness.

Early Advantages

Those films illustrate one of the keys to the early development of educational motion pictures. They were in the science and historical fields because the film medium lent itself so beautifully to that. Time lapse photography, for example, could make natural processes short enough for classroom observation—10 minutes to show a metamorphosis in nature taking months. Animation could show mechanical processes or hidden workings far quicker and far better and with greater impact than could more orthodox methods. Similarly with the historical field, since historical periods and processes could be telescoped and juxtaposed for maximum learning impact.

Since then, however, the film has crept downward to the elementary levels and upward to college with the production, for example, of primary Film Readers, which like eye, ear, and emotion into a significant learning experience. New areas in college also were explored and pioneered, as they are today with the production of related films on political science which cover all aspects of this controversial subject.

They Aid Busy Teachers

First production, however, was slow and tentative as the pioneers felt their way. A head of steam was being generated when World War II intervened to limit production to 12 films annually. Meanwhile ERPI became Encyclopaedia Britannica Films, Inc. EBF continued pioneering, particularly in the field of curriculum integration, with the idea of making films of maximum use to teachers struggling with increasing loads, both in number of pupils and scope of subjects.

The war brought to the fore what educators had learned—that the motion picture was a new tool of learning potentially as important as the invention of movable type. The army found that it could reduce nine months' training to nine weeks through film. The navy found that its training classes learned 35 per cent more and retained it 55 per cent longer when taught with film in conjunction with orthodox learning.

Predictions Realized

Wesley C. Meierhenry, evaluating the Carnegie Foundation's Nebraska experiment in "Enriching the Curriculum through Motion Pictures" found evidence that the program is promoting desirable school-community relationships. In recommending a state-wide program, Meierhenry wrote, "If this recommended program is followed, it will help insure equality of educational opportunity."

He added, "Many more motion pictures will be used than is now the case in all subjects and at all levels of education." His prediction has been pre-fulfilled. There is an increasing demand from schools for more and more materials. In Chicago schools last year, 90,000 film requests were handled by the system's library—but 140,000 requests were made. The story is similar elsewhere.

Catholic Education News

(Continued from page 42A)

and was principal of LaSalle Institute, Troy, from 1944 to 1947. He was 60 years of age.

• **BROTHER EUGENE F. RYALL, F.S.C.H.**, founder of two high schools for boys in New York City and a former member of the board of trustees of Iona College, New Rochelle, died March 5, 1953, at 72 years of age.

Brother Ryall, who celebrated his golden jubilee in the congregation in 1947, was one of the original Christian Brothers of Ireland to come to the U. S. in 1907. For 17 years he was a member of the faculty of All Saints School, Manhattan, and principal there for 7 years. At the time of his death, he was a member of the faculty of Rice High School in Manhattan.

In 1931 he founded Power Memorial Academy, Manhattan, largest private academy for boys in New York City, and in 1938, Rice High School. He was consultor to the provincial of his order from 1923 to 1935 and a trustee of Iona College from 1940 to 1952.

(Concluded on page 49A)

Samson Offers Schools And Churches 3 Great New Developments In Folding Furniture!



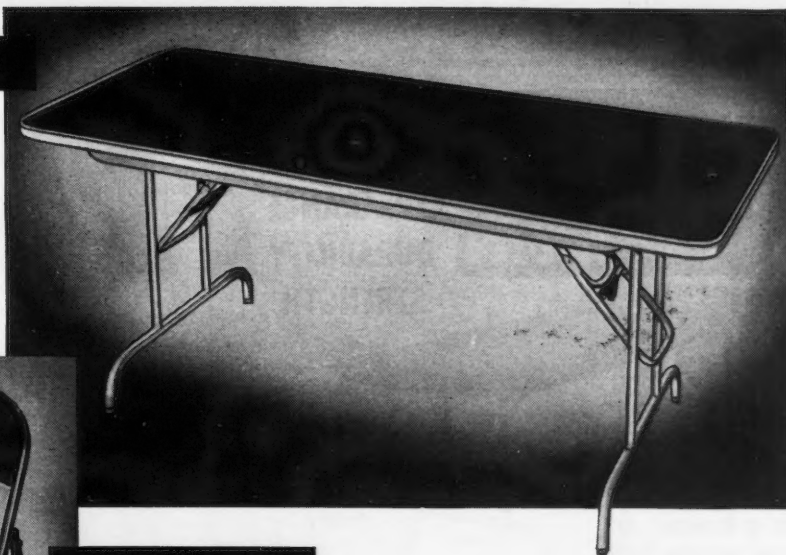
Here are three new reasons why buyers of public seating equipment everywhere call Samson their number one buy! The new Samson products shown on this page will give your school or church *more value* for every dollar it spends on public seating. They feature real *extras* in strength, safety, long life and economy!

NEW...

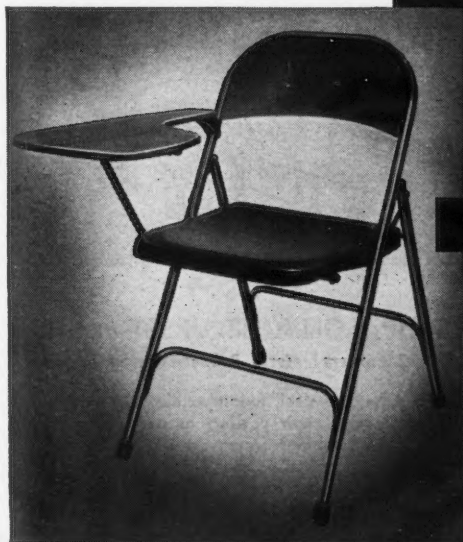
Samson Folding Chairs are upholstered in heavy-duty vinyl—actually 50% heavier than vinyl material designed for home use! Easy to clean! Super-resistant to scuffing and stains! Keeps new-looking longer! *No extra cost!*

NEW...

Samson Banquet Table has greater strength with less weight than any folding table of its size! Damage-resistant top of Masonite or plastic. Exclusive safety lock prevents legs from folding accidentally. Sets up or folds away easily, stores compactly. Now in 6- or 8-ft. lengths, 30" wide.



NEW...



Samson Tablet-Arm Chair is ideal for schoolrooms and meeting rooms of all kinds. Tablet-arm of five-ply selected hardwoods, one-half-inch thick. Seat is concave-formed, and back rest is compound-curved for extra comfort. Legs and frame are of 19-gauge tubular steel, electrically welded for extra strength!

"How To Save Money On Public Seating" is a helpful, free booklet that we'll be glad to send you—please write us on your letterhead! Ask your Samson Public Seating distributor about the special low prices on quantity purchases of tables and chairs; or write us direct for further information.



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tables**

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APPEARANCE
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Set up or clear in minutes**

**QUICKLY FOLD or UNFOLD
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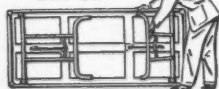


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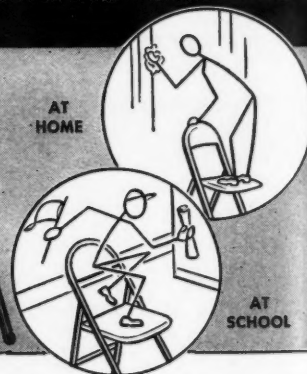
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CAN'T TIP, COLLAPSE, UPSET or SLIDE
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Catholic Education News

(Concluded from page 46A)

COMING CONVENTIONS

Apr. 7-10. Catholic Library Association, 29th annual conference, Deshler-Wallick Hotel, Columbus, Ohio.

May 1-2. Eastern Arts Association, sub-regional meetings. Secretary: Lillian D. Sweigart, State Teachers College, Kutztown, Pa.

May 2-3. North Carolina Catholic Laymen's Association at Hotel Goldsboro, Goldsboro, N. C. Secretary: Charles A. Field, 1827 White Oak Rd., Raleigh. Exhibits: Rev. Francis A. McCarthy, Nazareth, N. C.

May 3-6. National Catholic Music Educators Association at Biltmore Hotel, Atlanta, Ga.

May 6-9. Catholic Press Association at Hotel Dennis, Atlantic City, N. J.

May 7-9. Louisiana Library Association at Jung Hotel, New Orleans, La. Secretary: Miss Ruth Clark, Lake Charles High School, Lake Charles. Exhibits.

June 1. Wyoming Vocational Agriculture Teachers Association. Secretary: Hillman Snell, Greybull, Wyo. No exhibits.

June 4-5. National Council of Technical Schools at Statler Hotel, Washington, D. C. Secretary: J. B. Hershman, Valparaiso Tech Institute, Valparaiso, Ind. No exhibits.

June 10-12. Minnesota Vocational Agriculture Association at Duluth Hotel, Duluth, Minn.

Secretary: Henrik Aune, Morris. Exhibits: J. F. Malinski, State Dept. of Education, Shubert Bldg., St. Paul.

June 11-12. Georgia Vocational Association at Municipal Auditorium, Macon, Ga. Secretary: Miss Frances Roberts, Chamblee High School, Chamblee. Exhibits: I. T. McCurley, 214 W. Bay St., Savannah.

June 14-17. International Graphic Arts Education Association at Hotel Statler, New York. Secretary: Otis H. Chidester, Tucson Senior High School, Tucson. No exhibits.

June 16-19. Ohio Vocational Agriculture Association at Ohio State University, Columbus. Secretary: Howard Nowells, Logan.

June 17-19. Pennsylvania Vocational Association at Forest Inn, Eagles Mere. Secretary: Ralph O. Gallington, Pennsylvania State College, State College. Exhibits: Henry S. Brunner, Pa. State College.

June 19-21. Audio-Visual Workshop, University of California, Los Angeles. Director: Irving Lieberman, University of California, Berkeley 4, Calif.

June 21-27. American Library Association at Biltmore & Statler Hotels, Los Angeles. Secretary: David H. Clift, 50 E. Huron St., Chicago. Exhibits: Leo M. Weins, 50 E. Huron St., Chicago.

June 22-24. Catholic Theological Society of America at Sheraton-Belvedere Hotel, Baltimore. Secretary: Fr. Aloysius McDonough, O.P., c/o Sign Magazine.

June 22-25. Special Libraries Association, annual meeting, at Royal York Hotel, Toronto, Canada.

June 23-26. American Home Economics Association at Municipal Auditorium, Kansas City, Mo. Secretary: Mildred Horton, 1600—20th St., N.W., Washington, D. C. Exhibits: Mrs. G. N. Stieber (same address).

June 28-July 3. National Education Association at Miami Beach, Fla. Secretary: Wm. G. Carr, 1201—16th St., N.W., Washington, D. C.

EDUCATIONAL MEETINGS

Franciscan Conference

The 34th annual Franciscan educational conference will be held in Washington at the Franciscan Monastery, June 24-26, according to Father Pius Barth, O.F.M., conference president.

Mercy Plans Meeting

The executive committee of the Educational Conference of the Sisters of Mercy of the Union in the U. S., met at Mercy College, Detroit, recently to plan the first educational conference for the Order. Scheduled for next spring in Atlantic City, the conference will provide a meeting ground for 3800 teaching Sisters in 9 provinces.

The executive committee drew an outline, and described the aims of the conference as: (1) to advance the educational work of the Sisters of Mercy in accordance with the aims of Catholic education, and (2) to encourage the spirit of mutual helpfulness and co-operation in promoting the educational progress of the Sisters of Mercy in all provinces of the Union. The conference will be held under the auspices of Mother General Mary Bernardine Purcell, R.S.M.

New Extension Posts make "Peg-Board" Displayer more adaptable

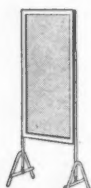
Until now, the "Peg-Board" Displayer could only be arranged one way — attached directly to the legs. But with the new Gaylord Extension Posts which also act as a frame, you can adjust a single panel to any desired height. You can also use two panels horizontally as illustrated to gain greater display area. Please write for complete information. Libraries having a "Peg-Board" Displayer may order a set of Extension Posts separately for \$7.50 a pair.



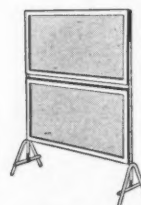
Standard
Displayer



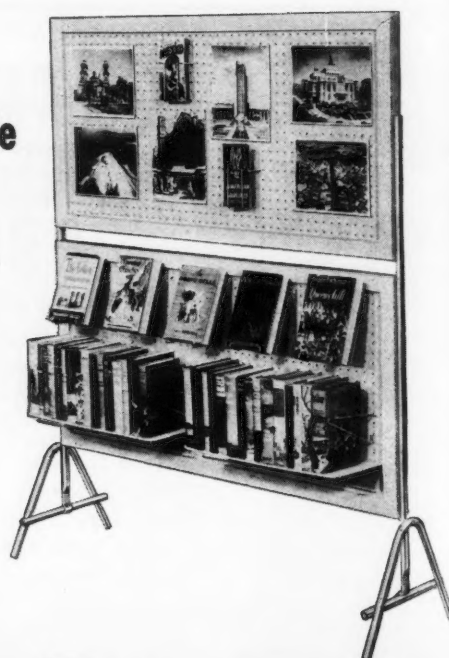
Extension
Posts



Better Appearance
Increased Height



Another
Adaptation



Gaylord Bros., INC.

SYRACUSE, N. Y. STOCKTON, CALIF.

LIBRARY SUPPLIES
Standard Library
Furniture

New Books

(Concluded from page 33A)

Christ, the Ideal of the Priest

By Abbot Marmion, O.S.B. Cloth, 352 pp., \$4.50. B. Herder Book Company, St. Louis 2, Mo.

It is a peculiarity of this book, that Abbot Columba Marmion neither wrote nor revised it. Dom Marmion did not write anything for publication. He died on January 30, 1923, more than thirty years ago. The books published under his name were written by one of his monks, with notes taken at the time of the conferences; but each single page was submitted to the Abbot for revision. In this manner the books really could be ascribed to Dom Marmion as their author. That, however, cannot be said of the present book. Nevertheless, it faithfully represents Abbot Marmion's thoughts. The book is compiled from notes used by him in the preparation of his conferences and from copious notes taken by his listeners during the conferences. The task of the editor was to utilize this valuable material and, as he himself says in the preface, "construct by careful and judicious selection a composite whole at once coherent and complete." This has been done.

These thoughts from Abbot Marmion reveal a deep spirituality and a profound knowledge, so that one can readily understand the reverence the priests had for the person of Dom Marmion. He always spoke out of the fullness of his heart. The unction of his words and emotions was manifest to his hearers.

The present volume is intended mainly for priests; that is already evident from the title. The central theme is that the life of the priest must at all times and in all things be dominated by Christ, the eternal Priest. Only if the priest's life is constantly dependent on the merits, grace, and activity of Christ, will it be what it is supposed to be; and only then will it be productive of good for the benefit of mankind. In all that he does, whether in his official capacity or in his private occupations, the priest must imitate Christ, his Ideal. No priest, we are sure, will be able to read through this book without absorbing something of the lofty sentiment of the author concerning the dignity of the priesthood. And that is something we priests often forget or overlook.

Other people, too, can read the book with great spiritual profit. The priest, of course, is human, because he is a person of flesh and blood like other human beings; but besides that, he is a person apart, with the character of the priesthood impressed upon his soul. Whether he consciously intends it or not, he is another Christ, *alter Christus*. And that is something people should never forget or overlook.

On reading this volume, one learns that it must always be the purpose of the priest to work for God and His glory; to spread and strengthen the Church of Christ; to defend the faith; to reflect in everything the mind of Christ and of His ineffable mysteries. That this is not an easy task, is obvious; but the grace of Christ will always be present to enable the priest to overcome all difficulties and to live up to his noble calling.

We earnestly recommend the book to the faithful, especially the priests, for careful perusal and study. — C. N. Bittle, O.F.M.Cap.

Charters of Freedom

National Archives Publication No. 53-14. For sale by the National Archives, Washington 25, D. C. Single copies 25 cents.

This 12-page booklet, 11 by 14 inches, with illustrations and an illustrated cover, contains readable facsimiles of the Declaration of Independence, the Constitution, and the Bill of Rights with a history of each document. It should have an honored place in the library of each school. Pupils may wish to purchase copies for their home libraries. In quantities of 500 or more the booklets may be purchased at 20 cents each. Checks or money orders should be made payable to the Treasurer of the United States and sent to the address given above.

Teacher's Holiday Handbook

Compiled by the Editorial Staff of *High Lights for Children*. Paper, 62 pp., \$1. Highlights, Inc., 37 East Long St., Columbus, Ohio.

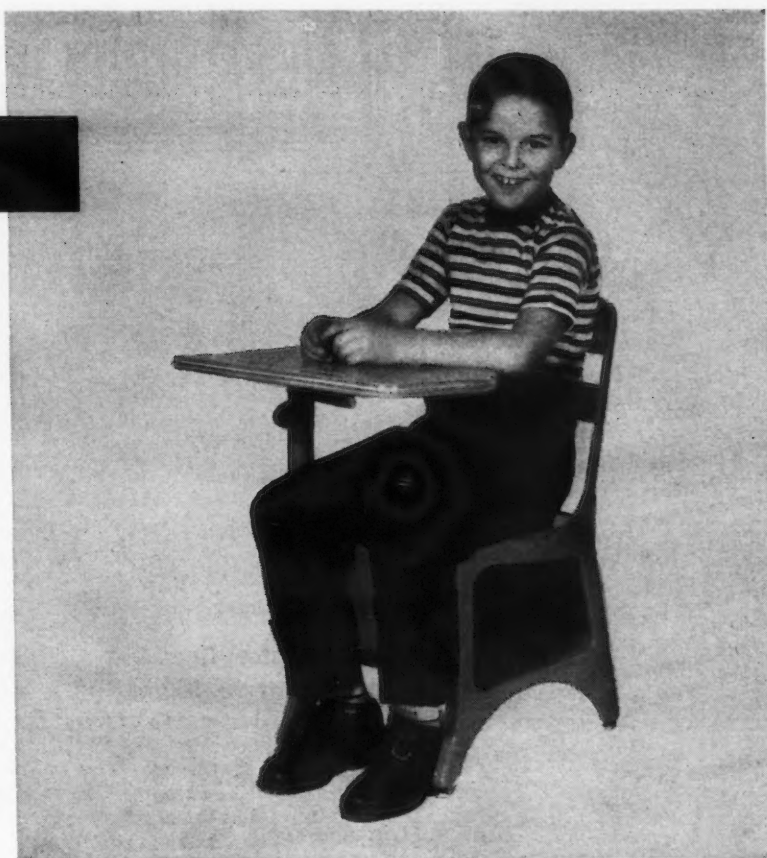
An unusual handbook of arts and crafts recently compiled for elementary school teachers. The book contains many clever year-round ideas for gifts, decorations, and paper crafts, as well as the sections devoted to holidays. The activities are easy to make, utilize inexpensive materials, and are clearly described.

A Second Course in German

By Theodore Huebener and Maxim Newmark. Cloth, 396 pp., no price given. D. C. Heath & Co., Boston, Mass.

GRIGGS

modern school
seating adds
comfort to
your school...



Griggs Skyliner No. 500 Chair Desk

Griggs Skyliner chair desks are built to give maximum comfort to all students. These chair desks are proportionally-designed so that every student can read, write, and sit comfortably. They are made in three sizes, 13", 15", and 17" seat heights, and the desk top is easily adjustable to assure each student the right height. These chair desks also provide ample storage space in the convenient book box under the seat.

The Skyliner tablet arm chair provides comfort, beautiful appearance, and durability for classrooms and study halls. All Skyliner seating is available in a choice of five attractive colors.



Skyliner No. 520 Tablet Arm Chair

Griggs Skyliner chairs are exceptionally strong, rigid, and light in weight. They are available in four seat heights with the seats and backs scientifically curved for maximum comfort and to encourage correct posture.



Skyliner No. 540 Chair

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**THE OIL STICKS FOR SKETCHING
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Can be used like crayon, blended with the finger like pastels, applied like oil paint by dipping in turpentine.



PAYONS

**THE MAGIC
WATER COLOR
CRAYONS**

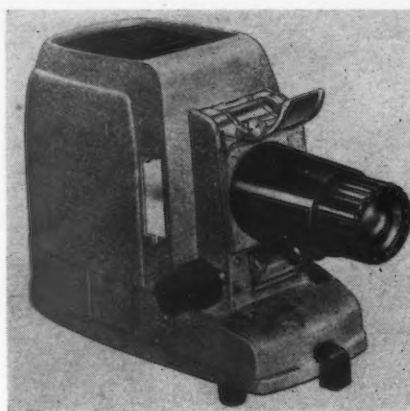
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NEW SUPPLIES AND EQUIPMENT



SCHOOL MASTER

Film Master Converts From Film to Slides

The new dual-purpose School Master projector has been designed for all 'round utility by SVE, Chicago. The projector switches from single-frame filmstrips to 2 by 2-inch slides in only 7 seconds. Once the slide changer has been fitted into the machine it need never be removed.

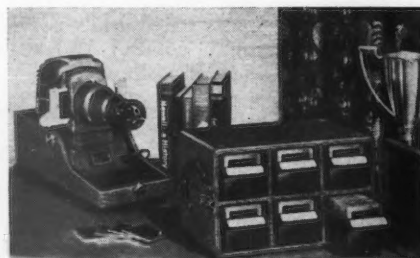
Aside from the dual-purpose advantage the School Master offers: maximum brilliance, even in a lighted room; Uni-way threading, by means of an exclusive single-slot film channel; SVE Positive Tilt control, adjusting for proper picture position without effort; and the "Honeycomb" blower cooling system, which never exceeds room temperature.

For further information write: Society for Visual Education, Section C.S.J., 1345 Diversey Parkway, Chicago 14, Ill.

(For Convenience Circle Index Code 017)

New GoldE Reflex Slide Files and Cases

Convenience, safety, and easy portability for precious 2¼ by 2¼-inch transparencies, is offered in GoldE's new Reflex slide files and cases. Keeping slides completely organized and ready for showing at a moment's notice, the Reflex files, made of rugged



REFLEX FILES AND CASES

one-piece plastic, accommodate 30 slides whether they are bound by metal, paper, plastic, or glass.

The casings, quality built for years of handsome service, are of a smart luggage design. They are felt-lined, have glued corners, water-proof tweed covering, and a balance-ease diagonal handle. All hardware is rugged and tarnish-proof.

For further information write: GoldE Manufacturing Co., Section C.S.J., 4888 N. Clark St., Chicago 40, Ill.

(For Convenience Circle Index Code 018)

Compact, Portable Overhead Projector

The Jr. Vu-Graph, manufactured by the Charles Beseler Co., Newark, is a large aperture overhead, or over-the-shoulder projector that enables a speaker to face his audience in a fully lighted room and project



JR. VU-GRAPH

on a screen above and behind him. Prepared transparencies with overlays coupled with the extemporaneous flexibility of Vu-Graph make it a most valuable presentation tool.

The Jr. Vu-Graph is a full 7 by 7-inch instrument weighing only 23 pounds in its own carrying case. It is completely self contained and requires no technical skill or tools in preparing it for use. Available in various models, Jr. Vu-Graph yields bright, crisp pictures by virtue of a unique optical system that includes an acrylic fresnel condensing system and a system of objectives especially designed for this new instrument.

Using a standard 500-watt lamp as a light source, the projector is effectively cooled by a forced draft created by a motor driven centrifugal blower. A mercury

(Continued on page 54A)

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SUPPLIES NOW FOR SUMMER CLEAN-UP

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New Supplies

(Continued from page 52A)

on-and-off switch is provided for silent operation. Incorporated as standard equipment is a built-in roll attachment that will accommodate a cellophane roll 7½ inches wide, 100 feet long, with provision for movement in a vertical direction only. The projector is fitted with an arm rest to facilitate extemporaneous writing.

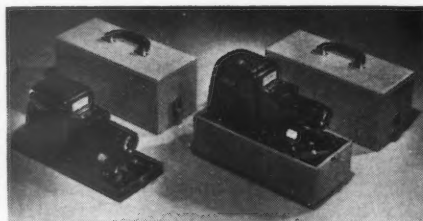
For further information write: *Charles Beseler Company, Section C.S.J., 60 Badger Ave., Newark 8, N. J.*

(For Convenience Circle Index Code 019)

New Additions to Kodaslide Line

Two new Kodaslide Projectors—the Kodaslide Highlux II and the Kodaslide Highlux III—have been announced by the Eastman Kodak Company, Rochester. The new projectors are designed to give top quality projection with maximum brilliance and maximum safety at a minimum price.

The Kodaslide Highlux III projector, the more powerful of the two, incorporates a newly designed optical system with a Lumenized glass reflector, two Lumenized condenser lenses, heat absorbing glass and a Lumenized 5-inch f/3.5 Kodak Projection Ektanon Lens. It gives crisp, sharp images and properly color-balanced, even illumination.



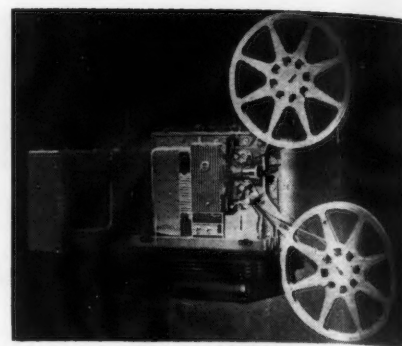
HIGHLUX II AND III

For its blower, the Kodaslide Highlux III utilizes a four-bladed fan in the blower-carry-case which, in combination with air channels to the slides as well as the lamp-house, provides maximum coolness with minimum noise. This blower unit is controlled by a double cord system with switch which insures operation of the blower whenever the lamp is on, and permits turning the lamp off independently of the blower.

The Kodaslide Highlux II projector is equipped with a 200-watt, 120-volt lamp, and a Lumenized 5-inch f/3.5 Kodak Projection Ektanon Lens. It is intended to meet the needs of picture takers who wish more illumination than can be provided with a 150-watt projector with blower. The projector, however, is designed so that the purchaser may adapt it at a later date, if desirable, to accommodate a 300-watt lamp and blower.

For further information write: *Eastman Kodak Co., Section C.S.J., Rochester 4, N. Y.*

(For Convenience Circle Index Code 020)



MODEL AV-071

New Pageant Model Increases Illumination

One of three new models of the Kodascope Pageant Sound projector, designed especially for the audio-visual field, has been released by the Eastman Kodak Company, Rochester. The new model AV-071 features a new type shutter which provides an increase of 43 per cent in screen illumination over the present model. This super-brilliant version of the standard projector is designed for use in hard-to-darken classrooms, in halls or auditoriums, or wherever exceptionally long screen throws, extra image brilliance, or unusually large projected pictures are required. Its new shutter operates at sound speed only.

The Plus-40 shutter enables the projector to deliver 43 per cent more illumination to the screen than the standard model; in other respects, however, it is the same machine with the same deluxe styling. Like the Model 1, it also features permanent pre-lubrication which eliminates the major cause of most projector difficulties: over- and under-lubrication of projectors.

Model AV-071 will be supplied with the same equipment as the standard projector, including a built-in-the-case high fidelity 8-inch speaker. For further information write: *Eastman Kodak Co., Section C.S.J., Rochester 4, N. Y.*

(For Convenience Circle Index Code 021)

Coronet Films Issues New 16mm. Catalog

Their new 1953-54 catalog of 16mm. educational sound motion pictures has been released by Coronet Films, Chicago. The catalog has ample information on how to obtain Coronet films, and describes 487 of their 16mm. films according to subject. They are listed under primary, intermediate, junior and senior high, college, adult, and teacher-education headings. The catalog also includes a 9-page utilization chart—an alphabetical list of the films indicating the grade levels and subject areas in which they are most useful.

For a copy write: *Coronet Films, Section C.S.J., 65 E. S. Water St., Chicago 1, Ill.*

(For Convenience Circle Index Code 022)

(Continued on page 56A)



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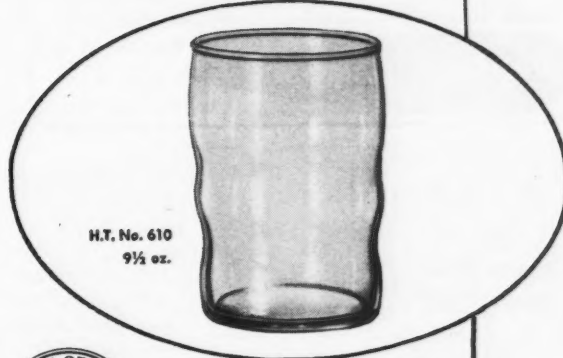


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New Supplies

(Continued from page 54A)

AO Offers New Performer "500"

A new 2 by 2-inch slide projector, offering remarkable brilliance and superior performance at a moderate price, has been announced by American Optical Company, Chelsea 50, Mass. The new Performer "500" is a professional quality 500-watt blower-cooled instrument. It incorporates the finest of precision optics: 5-inch Americote f/3.75 lens, exclusive two ele-



PERFORMER "500"

ment condensing system, and famous AO patented heat filter. Effective wattage is nearly doubled, giving quality light, and edge to edge clear, lifelike pictures.

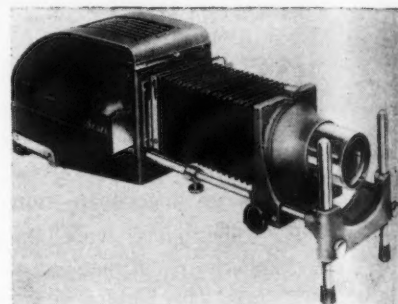
The Performer "500" is cool in operation — it has a double metal lamphouse and quiet, triple action blower that cools lamp, film, and optics. The heat filter assures complete protection for slides. The durable, stainless steel slide changer is of the AO patented push-thru type, automatically focusing each slide regardless of mount. Slides are inserted from the operator's side only. New push-out spring ejects each slide preventing jamming or doubling-up of slides. An easily accessible elevating lever adjusts screen image quickly and precisely.

The projector is attractively finished in "starlite" gray wrinkle enamel and offered with or without a durable lift-off carrying case. For further information write: American Optical Co., Section C.S.J., Chelsea 50, Mass.

(For Convenience Circle Index Code 023)

Slide King Offers New Features

The completely new Slide King by Charles Beseler Co., Newark, has been specifically designed for auditorium and theatre projection of standard 3 1/4 by 4-inch lantern slides, 2 3/4 by 2 3/4-inch slides, and 2 by 2-inch slides. This new



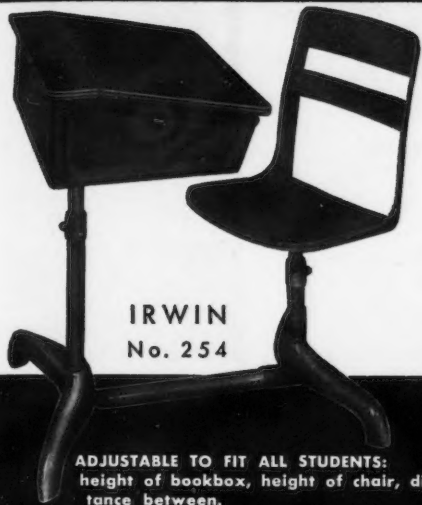
SLIDE KING

projector assures both the institutional and individual user of professional projection results.

The Slide King has many new features. Exceptionally cool in operation by virtue of a centrifugal blower, it guarantees longer life to valuable slides. A new optical system including a 750-watt T-12 projection lamp provides for clear, crisp screen images. For convenience in operation, spring loaded elevating legs are included as standard equipment. Balcony and booth projection are easily accomplished by means of an unusual elevating system. Designed to suit any projection situation, Slide King is available in a wide range of fully corrected, coated, anastigmatic objective lenses — all of which are completely interchangeable. A built-in mechanical pointer allows the

(Continued on page 58A)

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New Supplies

(Continued from page 56A)

operator to focus an arrow on any part of the screen without having to leave the projector.

For further information write: *Charles Beseler Company, Section C.S.J., 60 Badger Ave., Newark 8, N. J.*

(For Convenience Circle Index Code 024)

Revere Introduces New Tape Recorder-Radios

Two new tape recorders—first automatic key control models with built-in radios—have recently been released by the Revere Camera Company, Chicago. The new radio-recorder models are the Revere TR-800, which features a two-hour play on a seven inch reel at a speed of 3.75 inches per second, and the Revere TR-20 studio model, which has a speed of 7.50 inches per second for a one-hour play.

The built-in radio in the TR-800 model will make it possible for the user to simply press a key to record any radio broadcast. Because it uses the same amplification system as the recorder, the radio has the same superior tonal quality. When not being used to record broadcasts, the radio may be used alone.

Each model comes with microphone, radio attachment cord, two reels (one with tape), and a carrying case. Accessories available are a studio microphone, foot control, hand control, microphone extension cord assembly, ear phone, control extension cord, and adapter cord assembly. For further information write: *Revere Camera Company, Section C.S.J., Chicago 16, Ill.*

(For Convenience Circle Index Code 025)

Industrial Films Prove Popular

The popularity of industrial films has been attested anew by overwhelming requests for three new films released by Shell Oil Company, New York. The films, "Oil — The Invisible Traveler," "The Diesel Story," and "History of the Helicopter," were released late in 1952. According to Shell's motion picture department, more than 1500 requests for the films had been received within 10 days after they were made available for distribution.

"Oil — The Invisible Traveler" is in full color, the latest addition to the series entitled "This Is Oil," and tells the story of petroleum transportation. "The Diesel Story" tells of Rudolf Diesel's great triumph in developing one of the world's most efficient forms of motive power. In "History of the Helicopter" sequences from old aviation pictures show the Wright Brothers' first flight and other momentous events in aviation history. The film traces the development of rotary-wing aircraft from Leonardo da Vinci's early visions to the troopcarrying giants of today.

(Continued on page 60A)

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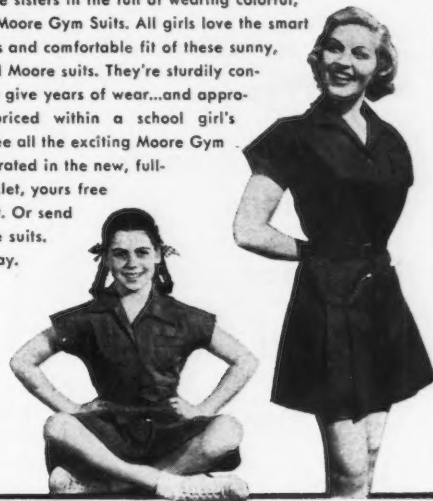
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New Supplies

(Concluded from page 58A)

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(For Convenience Circle Index Code 026)

Catalogs and Booklets

► The Teacher Talks About Sound Recording is the title of a new 40-page booklet containing much valuable, practical information on educational sound recording. It contains hundreds of ideas of educators using tape and discs in their daily work — from grade school to college — plus 14 contest-winning articles written by teachers. Obtainable from: *Audio Devices Inc., Section C.S.J., 444 Madison Ave., New York 22, N. Y.*

(For Convenience Circle Index Code 027)

► British Information Services offer two catalogs: one, the 1952 catalog of 16mm. sound movies; the other, the 1952-53 catalog of 35mm. filmstrips. Movies and filmstrips have been made in England, and are distributed through various dealers in the U. S. Catalogs obtainable from: *British Information Service, Section C.S.J., 30 Rockefeller Plaza, New York 20, N. Y.*

(For Convenience Circle Index Code 028)

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THE CATHOLIC SCHOOL JOURNAL

May, 1953

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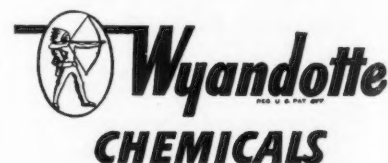
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